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# The AMERICAN TEACHER

DEMOCRACY IN EDUCATION . . . EDUCATION FOR DEMOCRACY

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66

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January, 1957

## Michigan Wins Mediation

### State Supreme Court Upholds Labor Board's Jurisdiction

By Robert DeMars  
Vice-president, American Federation of Teachers, and former editor, Michigan Teacher.

DETROIT, Mich. — Jurisdiction of the Michigan Labor Mediation Board in disputes between teachers unions and school boards over salaries and conditions of employment has been upheld by the Michigan Supreme Court.

The decision culminated a 4½-year court battle in which the suburban Garden City school board sought to avoid mediation with a majority of Garden City teachers represented by the Garden City Federation of Teachers, Local 999, of which Leon Green is now president.

The school board had previously lost its case against mediation in the Ingham County Circuit Court, and the higher court decision obviously opens

the way for the labor board to take jurisdiction in teacher-board cases properly brought to it.

#### Case Started in 1955

The Garden City case began in June, 1955, when 101 teachers in the district sought assistance of the mediation board in a deadlocked issue involving salaries and conditions of employment.

The mediation board set up a meeting and sought information from the school board and the teachers representatives. The school board challenged the jurisdiction of the mediation board and the sufficiency of the signatures on the teachers petition.

Teachers were pressured by school authorities to withdraw their names from the petition. Some did yield, but the majority stood by their convictions. After a hearing, the mediation board ruled that it had jurisdiction, since more than 51 percent of the teachers had petitioned, and mediation was ordered.

(In the preceding and following procedures, DeMars, the

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Mr. Green



Dayton (O.) Federation of Teachers, Local 921, committee helping plan the 44th annual convention of the American Federation of Teachers to be held in Dayton the third week in August: Standing, from left: Robert Weinman, Howard Gallaker and Loren Zimmerman. Seated, Robert Scholl, William Goodwin, Richard Manuel, Local 921 President, and Treasurer Ned Hoover. Committee held planning session recently with AFT President Carl J. Meigs, and AFT National Convention Committee Members and Vice-Presidents Paul B. High of Cleveland, David Cramer of Fort Wayne, Newton Simons of Pittsburgh, and Robert DeMars of Lincoln Park, Mich.

### Benton Harbor Board Fights Fact Finding

By Hugh M. Kahler  
President, Benton Harbor (Mich.) Federation of Teachers, Local 1342.

BENTON HARBOR, Mich. — Efforts of the Benton Harbor Federation of Teachers, Local 1342, to secure Michigan Labor Mediation Board fact-finding in a contract-tension-salary battle with the school board met with delays when Circuit Judge Philip A. Hadsell withheld a board-requested injunction pending briefs from both sides as to court jurisdiction.

The mediation board's attempt to resolve the board-teacher issues thus appeared to face long court procedures comparable to those in the Garden City case (story above) unless attorneys find a way to take the case direct to the Supreme court.

Meanwhile a suit by Local

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Mr. Kahler

### AFT 1960 Summer Study-Tour Listing Reaches New High

CHICAGO, Ill. — One hundred and twenty-three 1960 summer study-tours offered by American universities and colleges the country-over to other countries, but including the new states of Hawaii and Alaska, are summarized in the 9th annual listing compiled by Richard J. Brett of Waukegan, co-chairman of the international relations committee of the American Federation of Teachers.

This number which necessarily omits many such tours for various reasons, including lack of space, incomplete information and late reporting by sponsors, is the largest ever published in the American Teacher.

#### Growing Demand

It indicates a growing demand among teachers not only for study to increase their proficiency, but also for travel and international exploration and un-

derstanding meanwhile.

The 123 listed this year compares with 77 last year and a

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Mr. Brett

### Oahu Local and Kilauea Iki New Hawaii 'Spectaculars'

HONOLULU, Hawaii — The Oahu Federation of Teachers, Local 1127, has become a Kilauea Iki among AFT affiliates.

Largely dormant and having a nominal membership until the first AFT-sponsored Hawaii study-tour two years ago, the Local has erupted into spectacular growth, successful legislative activity and a heeded classroom teachers spokesman.

Wallace Onishi, Local 1127 president, said the Local's members are now counted in the



Mr. Onishi

hundreds instead of tens. He foresees the Local as becoming one of the AFT's largest.

#### 500 at Convention

The Honolulu Advertiser reported that 500 attended Local 1127's 2nd annual convention in Waikiki in December, the program of which introduced "Democracy in Education — Education for Democracy" to the 50th state.

Speakers included University of Hawaii President Laurence H. Snyder, Hawaii Public Instruction Supt. Walton M. Gordon, and other university, parent-teacher, political, labor, and teachers leaders.

A successfully-backed legislative program last year, including a \$900 a year pay increase for all teachers, (American Teacher,

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### 'Spoofed' Rickover Supports Teachers Against Censorship

LOS ANGELES, Calif. — Vice Admiral H. G. Rickover, USN, doesn't mind being "spoofed" and thinks censorship of the

spoofer has no place in democracy.

The "atomic admiral," noted for some caustic remarks of his own when confronted with retarding situations, said so in a letter to Edward A. Irwin, president of the Los Angeles Teachers Union, Local 1021, and AFT vice-president.

The Union Teacher, Local 1021 publication, recently did the "spoofing" in some mythical letters addressed to Rickover in its AFTerthoughts column which also did not overlook the school administration.

#### Ordered Deletions

"You cannot print that," said Supt. Ellis A. Jarvis, who insists on censoring teachers publications circulated through school boxes, and had previously ordered the Union Teacher to delete articles supporting school board candidates. (American Teacher, March, 1957)

As the result, this year's November issue of the Union Teacher appeared with where the Rickover letters had been blanked out, as did the 1957 issue with "Censored" where the school

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## Michigan Wins

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writer, was a Local 999 member, and took part. Heavy responsibility for steps leading to the culmination of the case was taken by Past President John Bennett, and James Bonner, as well as current President Green.)

### Board Went to Court

The school board decided to contest the mediation board's decision and filed an appeal to the Ingham County Circuit Court reiterating previous arguments. After a considerable lapse of time, Circuit Judge Hughes dismissed the appeal.

This left the school board with the choice of mediating with the teachers or appealing to the Michigan Supreme Court. It appealed.

The Supreme court ruled that Michigan law (PA 1947, No. 336), "plainly gives the labor mediation board jurisdiction to mediate disputes of the nature of this one."

In response to a question raised by the school board as to the inclusion of supervisory employees in determining a petitioning majority, the court made the following interesting statement:

"We believe that supervisory employees were properly excluded from the 'group' of teachers by the (mediation) board. The basic notion of a 'group' or unit suitable for bargaining or mediating employee grievance is that of unity of interest."

### Circuit Court Rebuked

The Supreme court rebuked the Circuit court for the latter's delay in deciding the case. The high court stated:

"We note with disapproval, the period of almost two years which intervened between the issuance of a temporary injunction restraining mediation by the labor mediation board and the ultimate decree entered in the Ingham Circuit court after hearing on the merits."

The case represents a real victory for Michigan teachers and should concretely demonstrate the value of the work of the American Federation of Teachers and its Locals in the best interest of the teaching profession.

## Benton Harbor

From Page 1

1342 members Tod and LaVerne Osborne to enjoin the board's contracts voiding tenure and increments was over-ruled by the court which said individual teachers could appeal to the court if denied their rights. Local 1342 members continued to withhold contracts.

Benton Harbor teachers are under tenure which had been secured by local option over board objections the year before. After tenure went into effect, the board attempted to prevent its meaning by including clauses in the contracts asking them to sign away their protection.

### Contracts Delayed

Contracts for the school year, 1959-60, actually reached the teachers a week after school closed, and contained the old salaries and 17 tenure clauses that cut the heart out of the newly implemented state tenure act. We were hampered by the fact that many teachers had left for the summer but, in spite of this, the Federation executive board made plans to

fight the attempted sneak attack.

The Local's president met twice with the superintendent of schools, and got nowhere. The president and the chairman of the negotiation committee then met with the president of the board who promised to bring the matters before the board, but refused to allow any teachers to speak. He did place it before the board, but the latter refused to change its position.

At the next board meeting our two representatives, following our instruction, brought it before the board. The union representatives were then asked to leave so that the board could discuss the matter in a committee of the whole. The board never bothered to inform us of the action taken that evening, but by obtaining the minutes of the meeting we found its position unchanged.

### Teachers Withheld Contracts

In the meantime, the Local started a program of newsletters to the entire staff to keep them informed of events. We asked that teachers not sign their contracts, but instead return a form (provided by the Federation) to the board office, indicating their willingness to teach in Benton Harbor, but that they considered the matter of wages, working conditions and contractual language open to negotiation. About half the staff did not sign.

With the breakdown of our resources of further meeting with the board, we began circulation of a petition asking the state labor mediation board to enter and mediate the dispute.

The petition was filed in Grand Rapids. The board was asked to submit a list of the staff so that the mediation board could determine if a majority of the staff had actually signed the petition. This the board refused to do. After a series of maneuvers, a meeting was called by the mediation board. At this meeting the attorney for the school board handed the mediator, Roy Q. Snyder, a statement denying the right of the mediation board to enter the case.

### Denied Board Jurisdiction

He told the mediator that the teachers had no grievance, and that the mediation board had no jurisdiction. He further stated that the school board stood ready to mediate any dispute between itself and the teaching staff. Without speaking to the teachers present, he then walked out of the meeting.

At a state labor mediation board session in Detroit, Snyder was instructed to call another meeting in an attempt to bring both sides together. After legal action against the board was threatened, it submitted a list of the staff to the mediation board. With the list, the school board again claimed that there was no dispute, that the mediation board lacked jurisdiction, and further claimed the right to inspect the petition submitted by the Federation to "determine if it was valid."

Snyder informed the Federation and the board that the latter's list contained 252 names, and that the petition contained 144 names, a clear majority of the staff, and called a meeting of the Federation's negotiators and the attorney and president of the board of education, as well as the superintendent. This meeting was held in October.

But the meeting was never

called to order because the attorney for the board of education insisted on reading a long legal dissertation and claiming that only he and the mediator were allowed to speak. The Federation president asked to be allowed to speak twice, and each time was shouted down by the attorney for the school board.

### Names Confidential

The attorney was supported by the Local company union and Michigan Education Association representatives. His main point was that he would not meet until the board of education had "tested" the petitions. The mediator informed the attorney that the names on the petition were confidential.

He pointed out that such a showing might bring retaliation by the school board against those teachers who had signed their names. The attorney kept insisting that he would allow no one else to speak until he had "tested" the petitions.

### Asks Fact Finding

The Federation decided to ask for "fact finding." This is a more formal proceeding, where a hearing officer conducts a hearing to establish the facts relative to the dispute. He takes testimony only under oath, with the rules of perjury applying.

## Rickover

From Page 1

board articles had been removed.

The censored Rickover articles told the admiral in effect that if he thought he had trouble in the navy getting his ideas across, he should try it in education. The majority of the Los Angeles school board backed Jarvis.

### Rickover's Reply

Irwin sent a copy of the AFTerthoughts column as written before censorship to Rickover and asked the latter what he thought about it. Rickover replied:

"I was surprised to read that anything was being censored because it 'attacked' me. When I read the gentle spoof, I saw, of course, that in reality it was directed at some of the administrators who run our schools."

"I do not consider the column as an attack on me or the navy. Censorship of ideas has no place in a democracy."

The board wavered when it referred the matter of censorship to committee for possible revision. Board Member Georgiana Hardy commented:

"One of the criticisms of the school system is that educators cannot accept criticism, that they are oversensitive or that they're getting into an ivory tower. This is exactly what has happened."

## Oahu Grows

From Page 1

Sept. 1959) was followed this year by steps to implement duty-free lunch for all teachers and a preparation period for secondary teachers.

One of the supporters of the Local's legislative program this year has been State Rep. Eureka Forbes, a teacher and Local 1127 member.

Onishi recently participated in the annual Hawaii Congress of Parents and Teachers convention as a delegate from his school. He opposed and is credited with causing the withdrawal of P-TA resolutions for merit rating and a longer school year.

Oahu Local 1127's jurisdiction

## May All Your Dreams Come True In the New Year



## New Britain's Mrs. Simmone Regains One-Teacher Status

NEW BRITAIN, Conn.—Mrs. Rosalie Simmone has finally succeeded in convincing the New Britain school administration that she is not for all intent and purposes two teachers.

But she had to appeal to her principal, her supervisor, the superintendent and then to the personnel committee of the school board to do it.

It also required the help of Andrew P. Denuzze, her attorney; President John D. Whalen of the New Britain Federation of Teachers, Local 871, and Sophie Jaffe, Local 871 executive secretary and AFT vice-president.

### Assigned to Two Schools

Mrs. Simmone, a kindergarten teacher, was assigned to one school in the morning and to another in the afternoon, giving

her short time for the transfer, and a half-hour for lunch and some overtime work.

She went to the principal, the supervisor, and the superintendent without tangible result. At a hearing before the board's personnel committee, Denuzze appeared as a friend of the committee.

### "Not Good Practice"

Whalen and Miss Jaffe supported Mrs. Simmone because the Local did not consider the situation good personnel practices.

The board's personnel committee admitted the two-teacher load was not good practice, and instructed that another teacher be obtained as quickly as possible for one of the classes.

## Involve Public, Youth Concerts New Rochester Win Citation School Goal For Conductor

ROCHESTER, N. Y.—The Rochester Federation of Teachers, Local 616, is offering to sponsor a mass meeting "to involve the public in the school system and its problems."

Such an involvement was one of the campaign goals of Jacob Gitelman, newly elected board member and former city court judge.

The new board taking office the first of this year will be democratic controlled for the first time since 1933. Gitelman and Louis Cerulli, M.D., both liberals, were swept in at the election.

is the island of Oahu. Kilauea Iki, the volcano, is on Hawaii, the Big Island.

SPRINGFIELD, Mass.—The Springfield Federation of Teachers, Local 484, presented a special award to Jackson Wiley, the city's symphony orchestra conductor, for his young people's concerts.

The citation was made by Herbert Distelhorst, Local 484 president. It stated that Wiley has generated a deeper interest, understanding and enjoyment in music among students and staff of the schools.

Distelhorst expressed appreciation to Lois Burgoyne, director of elementary vocal music in the city's schools, and Emery Ballentine of the county schools, for their cooperation in making the youth concerts possible.



## Newark 'Residence Rule' Called Threat to Teachers

NEWARK, N.J.—The president of the American Federation of Teachers has labeled the Newark school board's new residence rule for administrators and supervisors archaic, a violation of civil and tenure rights and a potential threat to teachers.



Mr. Young

Carl J. Megel of Chicago, spoke at the 22nd annual convention of the New Jersey State Federation of Teachers, calling the rule a "dangerous precedent" for similar restrictions on classroom teachers if allowed to stand.

The residence rule requires that Newark school administrators and supervisors reside in Newark, and that any now living outside move here by Jan. 15, 1961, regardless of their suburban home investment or ownership.

### Challenged in Court

It was immediately challenged in a Superior court suit backed by the Newark Teachers Union,

Local 481, of which Vincent J. Young is president, because of the precedent for board control of where teachers may live.

Superior Judge Alexander P. Waugh ruled, however, that the case should first be taken to State Education Commissioner Raubinger.

"The rule belongs to the dark ages," Megel told the convention. "Nearly all other school districts have abandoned such requirements, as well as similar restrictions, altogether. If an American citizen wishes to live in a suburban area while employed in the city, than that is his or her right."

### A Financial Penalty

Megel said that many school personnel who have comparatively small salaries find suburban life more economical, and added that those now having suburban homes or equities therein would be financially penalized by moving.

He said that the American Federation of Teachers supports Local 481 in the case, because of the logical assumption that if the rule is allowed to stand for administrators and supervisors, the board's next step will be to extend it to teachers.

## San Antonio Teachers Form Second AFT Local in Texas

SAN ANTONIO, Texas—The San Antonio Federation of Teachers, Local 1356, is one of the newest of American Federation of Teachers Locals, and the second to be organized currently in Texas.



Mr. Hahnel

The Houston Federation of Teachers, Local 1328, was organized about a year ago, and the step by a considerable group of San Antonio teachers with Robert Hahnel as temporary president, was announced with 8-column headlines in the city's newspapers.

The San Antonio Local was formed at a meeting of several hundred of the city's teachers in the Gunter hotel, after School Supt. Thomas B. Portwood told organizers he would do nothing to hinder the step.

### Backed by AFL-CIO

Fred Schmidt, executive secretary of the Texas AFL-CIO; Frank Swayles, president of the San Antonio AFL-CIO, and Hugh MacColl, AFT field representative, participated and aided in the organization meeting.

Also speaking for the project were William Kilgarlin and Dean Johnston, members of the state legislature, and Mrs. Helen Heckman, president, and Charles Strange, vice-president of the Houston Federation of Teachers.

Kilgarlin, a teacher, told the

San Antonio teachers that in Local 1328, Houston teachers now "at least, have an organization representative of teachers, interested in their problems and doing something about them."

### Teaching Status Poor

Teaching conditions in Texas, a state which prides itself for its wealth, love of freedom and independence, are traditionally poor. The legislature last year turned thumbs down on a tenure law.

Salaries are not equal to those in comparably wealthy northern states. Houston teachers received a \$400 across the board increase following the organization of the AFT Local.

Salaries in the major cities drop to a Bachelors low of \$3,200 and take as many as 17 years as in San Antonio to reach maximum. San Antonio teachers received only a \$50 raise this year.

### Fringe Benefits Few

Bachelor starting salaries are under \$4,000 in all but a few major cities. Fringe benefits are practically unknown in a vast majority of the state's districts.

Interest in organizing AFT Locals has been expressed by teachers in several cities, and wherever publicly proposed supported generally or reported without opposition by the newspapers.

Other new Locals, included the Monroe (Mich.) Federation of Classroom Teachers, Local 1354, and the Spring Lake Park (Minn.) Federation of Teachers, Local 1355.

## Ten-Twenty Plan Policies Going Fast

CHICAGO, Ill.—Albert H. Wohlers, AFT insurance adviser, announced that about 300 members have taken out the Ten-Twenty Plan covering accidents and sickness since the policies became available last May.

The Ten-Twenty Plan was especially designed for AFT members by the accident and health department of the American Casualty Company of Reading, Pa. It is available to members up to 60 years of age.

It pays \$10 a day, seven days a week, from the first day of the insured's total disability caused by an accident, and up to 365 days beginning with the eighth day of disability or the first day of hospitalization (whichever is first) should sickness cause the disability.

### Double Benefits

Wohlers said the plan's unique double benefits feature provides for even higher daily benefits when the injury or sickness results in hospital confinement.

In this case, the benefit payable is twice the basic daily indemnity, or \$20 for each day the insured member is a resident patient in a hospital. This double benefit is payable for as long as 1,825 days during hospitalization caused by accident and to 365 days if the confinement results from sickness.

The Ten-Twenty Plan also includes liberal coverage for non-confining sickness. With this coverage insured members need not be confined to their homes or to a hospital, except during vacations or leaves of absence in order to collect benefits.

### Non-Disabling Clause

Wohlers said still another feature provides up to \$50 to help pay medical expenses and x-ray costs for non-disabling injury.

A \$1,000 accidental death benefit is payable if the insured loses his or her life as the result of an accident within 180 days of the accident.

AFT members should address their inquiries about this insurance to Albert H. Wohlers, AFT Ten-Twenty Plan, 223 West Jackson Blvd., Chicago 6, Ill.



AFT President Carl J. Megel, left, presents charter to new Monroe (Mich.) Federation of Teachers, Local 1357. John Lenington, charter meeting chairman, accepts it.

## Teachers Cite School Board President for Leadership

NEW BRITAIN, Conn.—The president of the American Federation of Teachers praised this city's soon-to-retire School Board President Dr. Andrew Canzonetti for his leadership example to school administrators of the nation and told the latter that "because of your efforts, New Britain teachers stand a little taller."

Carl J. Megel of Chicago, spoke at a citation dinner for Dr. Canzonetti given by the New Britain Federation of Teachers, Local 871, and attended by 300 teachers and school leaders. Also heard in praise of Dr. Canzonetti was Dr. Albert E. Burke of Chesire, business consultant.

### "Unselfish Dedication"

The unusual plaque, the first of its kind by an AFL-CIO affiliate locally, was also presented by the teachers Federation. It cited Dr. Canzonetti as:

"The citizen of New Britain not a member of the teaching profession, who best exemplifies the highest standards of courageous educational leadership and unselfish dedication to the advancement of education in the city in this last year."

"Dr. Canzonetti had done more than work for New Britain's boys and girls," Megel said. "He has set a national example to

school board members who sometimes forget the pupils in their concentration on budgets, business and buildings."

### Cooperation Essential

Megel declared that the solution of America's school problems, "of which there are many," depend on the cooperation of citizens, school boards, labor bodies and teachers.

"While school board members such as Dr. Canzonetti supply leadership," Megel said, "teachers must not forget their own obligation to help lead in professional unity, political action and in the community."

"Cooperative leadership is always the most effective. In this new age, when man is about to explore the stars, education and know-how will determine his degree of success."

### "Need More Canzonettis"

"The nation needs the leadership of more men such as Dr. Canzonetti in its 50,400 public school districts. Our nation will then be able to secure more and better teachers, and students will be the beneficiaries."

Megel declared that administration-teacher cooperation is the key to public support of the schools. This, he added, is the first step to better school facilities and staff improvement.



New Britain, Conn., School Board President Dr. Andrew Canzonetti cited by Teachers Local 781 for "unselfish dedication to advancement of education." From left, Dr. Canzonetti, seated, is congratulated by AFT President Carl J. Megel, citation dinner speaker; AFT vice-President and New Britain Federation of Teachers Executive Secretary Sophia Jaffe, and Local 871 President John D. Whalen.

## ISFT Launches Statewide Teacher Welfare Program

DES MOINES, Ia.—Locals of the Iowa State Federation of Teachers and their members are implementing a program for teacher welfare objectives ranging over higher salaries, tenure, better sick leave and duty free lunch periods.

The projects were initiated in a series of resolutions adopted at the Federation's recent convention here, and cover both state legislative and local level projects. John Spaulding chaired the resolutions committee.

### For \$6,000 Minimum

Salary goals are \$6,000 to \$13,000 in eight steps. School administrators are asked to relieve teachers of non-teaching

duties and turn them over to non-teaching personnel.

Better working conditions as well as the higher salaries are sought through sound school financing. Sick leave is projected at 15 days a year, accumulative to 200 days, the unused days to be a basis for severance pay at retirement.

### Supports Federal Aid

Maximum class sizes are fixed at 25 pupils. Support is being given Federal Aid for Education, along with more attention to gifted children and the mentally retarded.

Merit rating is opposed as is the double salary standard for men and women.



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## 60,000 in '69

By Paul B. High\*

This is the year of decisions for the American Federation of Teachers in the field of organization. Never before has the AFT and its affiliates had so many full time field representatives working at founding and servicing Locals. President Megel has issued the challenge of 60,000 members by convention time.

A balanced program is now in effect, aimed at organizing and retaining locals on a sound basis. The AFT now employs four national representatives. Ten state Federations have full time people on the job, as do seven Locals.

Much time has been consumed at national convention debating the national versus the state Federation approach to organization. The issue has been wisely decided in favor of both points of view. The resultant balanced approach unites our efforts.

The "organize 'em and run" technique has been rejected. We are interested in solid growth. AFT funds are being poured into an organization and servicing program this year. Similar amounts are being expended by state Federations and Locals in the subsidy program. The organization committee of the executive council, under the chairmanship of Vice-President Irwin, has devised a tripartite arrangement:

A) National: The national representatives work out of the national office organizing and servicing in certain areas, especially "new" fields. Under the direction of the president they also act as trouble shooters. Their services are invaluable.

B) State Federations: Through the subsidy program grants are available annually to those state Federations which employ full time organizers. The actual organization and servicing of Locals undoubtedly should be based on the state Federations. The success in general membership growth and effectiveness in Minnesota and other states attests to the wisdom of the state Federation centered approach. State agents are more conversant with state problems and state legislation. Their expenses are considerably less, and they are readily available.

C) Locals: Effective last January, the subsidy program was extended to include Locals on the premise that a member secured by a Local organizer is as valuable as one gained by any other organizer.

Further observations regarding the organizational programs:

1) More attention is being given to servicing Locals. This activity must be continually expanded.

2) Increasing emphasis is being placed on stimulating membership growth in existing Locals. Dramatic gains are possible in many areas.

3) While a large measure of our strength is in our affiliates who are in the House of Labor, there may also be effective Locals in other areas providing there is aggressive and militant leadership.

\*Vice-president, American Federation of Teachers

4) Obtaining a charter is a great honor bestowed upon a new Local by the national organization. It is not to be considered lightly. The AFT wishes assurance that the group requesting the privilege of affiliation possesses effectiveness and permanence.

5) The value of voluntary teacher institutes as educational vehicles are becoming increasingly apparent. To illustrate, on one day alone this past October, members of the national office administrative staff told the union teacher story at institutes in five cities having audiences totaling 7,200 teachers. This is an educational opportunity gained in no other way.

6) There is no panacea for recruiting teachers. It is the toughest job in the world. The keys are simple virtues: Hard work and an inexhaustible store of optimism. Field representatives cannot do the job alone. We are all members of the membership committee. Members are secured one by one—the personal approach is still basic and indispensable.

7) Each Local must have a program of concrete aims and must formulate means for their implementation. A state executive secretary recently wrote: "Teachers associations can survive a do-little program, but AFT Locals cannot."

The enlistment of teachers involves problems unique in the labor movement. Listed herein are principles which emerge when one considers AFT experience in the field of organization. All of us have a part in 60,000 in '69. Let's make it!

## Dishonesty on Television

By Robert DeMars\*

With a great surge of honesty and a pledge on the part of the television industry to cleanse itself, it is perhaps possible that we may see a new form of TV emerging. Perhaps the industry may now make it possible for us to label programs as fact or fiction.

The heads of the industry have promised to act. Frank Stanton, president of the Columbia Broadcasting System, has dropped quiz shows from his network. He stated that CBS would "accept the responsibility for the content and quality" of its programs. The National Broadcasting Company also stated that the American public has been seriously misled and deceived through the rigging of certain quiz shows.

The networks must accept their share of responsibility for the breach of public faith in programs. While it is commendable that they take the action they do, the action does not excuse them and it provides no permanent guarantee of the solution of the problem. Senate Investigating Committee Chairman Oren Harris has publicly remarked:

"Undoubtedly, there will be various proposals to correct the situation. Thus far, we have been unable to discover any state or Federal statute which was violated. One thing is certain: If our hearings indicate a need for legislation Congress won't stand still for the industry policing . . . We'll pass laws."

It would seem that the present evidence is sufficient to warrant Federal laws to enforce honesty in the industry with proper punishments for violations.

We must ask ourselves as educators what effect the scandal will have on the nation's school children? They have watched people whom they admired now admit that they participated in fraudulent productions. Many shows emphasized the importance of knowledge and study to attain a fine memory.

Now students will be dubious and wonder if all their studies are really worth the effort when they see the paragons of knowledge smashed before their eyes. Eggheads and experts have had their esteem lowered in the minds of American youth.

The main question I would like to pose is whether the present investigation will be limited to quiz shows? Certainly there are other areas of the television industry that merit the scrutiny of investigation. Many teachers and labor leaders have certainly objected to the biased and slanted reporting in the nation's newscasts and special events programs.

Many plays and documentaries have shown little objectivity in their performance. When corruption in labor-management relations was revealed it was made to seem that every honest labor leader was a crook or racketeer, by the unfair method in which the newscasts and special informational programs were presented. No effort has been made to this date to clear up this false impression which the networks created in the minds of many American viewers.

How long will this false presentation continue? It should be obvious that the present disclosures are merely an example or a sign of an even greater violation of the public trust by the mass media. There exists a genuine need for honest and objective reporting of information and news on the networks.

Our dilemma is simply that we do not have the proper machinery at the present time to provide honesty and objectivity in all phases of communication. Legislation on a Federal level is a must if we are to maintain a responsible free system of communication operating in the public interest.

\*Vice-president, American Federation of Teachers

## The President's Column

By Carl J. Megel

THE NOVEMBER issue of The Federationist, official publication of the AFL-CIO, carries an editorial by President George Meany who says: "The overwhelming scope and importance of the steel struggle has tended to overshadow another pending crisis which deserves the deep concern of every union member. I refer to the shocking attacks of the railroads against the unions in that industry."

"For many years, the railroads have mounted periodic campaigns against what they call 'feather-bedding', but which in fact, consist of negotiated work rules designed to protect the safety of passengers and crews and maintain reasonable working conditions for the employees as a whole."

"There is every reason to suspect that this attack by the railroads is part of a concerted decision by big business . . . to take the offensive against the labor movement on every front."

"The similarities are already clear. Each industry falsely charges that union 'restrictions' are hampering efficiency. Each . . . collectively exaggerates the earnings of its workers. Each . . . seeks to blame the trade unions for the sins of management."

"It might be our fate in the months ahead to fight a series of these battles. If big business is truly determined to turn back the clock, to return to the bleak years when the worker was a voiceless creature of management, we will have no other choice."

PRESIDENT MEANY'S reference to "the worker as a voiceless creature of management" strikes a resonant chord among teachers. Union teachers who are members of the American Federation of Teachers recognize that their ineffectiveness in the formation of school policies and programs has been due in large measure to the fact that teachers had little or no voice at the formative stages.

It is in this area that the AFT is making such a definite contribution to the advancement of American education. We have often said today's teachers must accept responsibilities of the new role in American education. Our officers and members are responding enthusiastically to this call.

IN ONE DAY three letters came to my attention which emphasized this fact. The first was from Miss Margaret Root, the full-time representative for the Pennsylvania Federation of Teachers.

Early in November, I had the privilege of visiting the Philadelphia Federation of Teachers and providing help to the local in its drive for increased salaries. It was gratifying to hear from Miss Celia Pincus, president, that they had received a \$500 increase largely as a result of the efforts of the Federation.

Miss Root's letter, however, brought to our attention—that after the Philadelphia board of education had approved the increase, a lobbyist had a bill introduced in the state legislature which would have mandated longer school days for all Philadelphia teachers. Here the hypocrisy becomes apparent: give the teachers a raise, but make them work a longer day. This action could have produced an actual reduction in the hourly rate for certain teachers. Fortunately, through the efforts of Miss Root and the Philadelphia Federation, the legislation was defeated.

Second, at the state conference of the Hawaii Parent-Teacher Association, resolutions were presented supporting merit rating and a longer school day for all teachers in Hawaii. Wallace Onishi, president, Oahu Federation of Teachers, a delegate to the convention, took the floor and clearly outlined our objections to both, causing the resolutions to be defeated.

Third, Garden City, Michigan had difficulty meeting with their school board. They petitioned the state mediation board to intervene. When the state mediation board appeared in Garden City, the board of education refused to meet with them. Following defeat of the measure in the lower courts the Board took the case to the Michigan State Supreme Court which ruled in favor of the teachers.

The above examples in widely scattered areas illustrate dramatically how the AFT works continuously for the rights and privileges of teachers as citizens and as professional workers.

IT IS THIS STRUGGLE that has kept those of us in the American Federation of Teachers from becoming "voiceless creatures." Many of us consider this to be one of the most important attributes of membership.

In this period in our history, when economic monopolies control so many aspects of our government, teachers above all others must be able to distinguish between fact and propaganda.

The new year, which we are just entering, because it will be a national election year, especially requires critical analysis and intellectual interpretation, if we are to cope with our adversaries within and without.



## Battling Quaker Teachers Win a \$500 Salary Increase

PHILADELPHIA, Pa. — This city's teachers previously in service were to return to school after the holidays with a \$500 pay increase.

The school board granted the raise under public and teacher pressure a day after the governor in Harrisburg signed a bill allowing a 2-mill tax increase on real estate for school purposes in Philadelphia and Pittsburgh.

It followed an unprecedented campaign by the Philadelphia Federation of Teachers, Local 3, in which the Local's leaders appeared on radio and television,



Miss Pincus

and its members marched for school reform, through the city's streets. (American Teacher magazine, Dec., 1959)

### Pay is Still Low

Miss Celia Pincus, Local 3 president, declared "the battle not yet won," after the board's action, and pointed out that the new salaries are much lower than those in other cities and Philadelphia's suburbs.

For Bachelors now in service, the new pay lane is \$4,500 to \$6,600 in 11 steps, as compared with \$4,000 to \$6,100 in the same number of years, previously.

Masters now in service are to receive \$4,700 to \$7,000 in 12 years, as compared with \$4,200 to \$6,500.

Teachers employed after Jan. 1, this year, will start at \$4,200, for Bachelors, and \$4,400 for

Masters, then continue on the old \$200 annual increments, a situation that does not promise correction of the teacher shortage here.

It was estimated that the 2-mill tax will provide about \$3 million of the \$13 million needed for the increase, meaning that \$5 million will have to come from other sources.

Local 3's drive for better salaries and other school reform received "tremendous publicity" in the newspapers, and Miss Pincus and other leaders were besieged by radio and TV stations to appear on public service programs.

### Picketed the Board

Members of the Local picketed the luxurious board of education building and marched through downtown Philadelphia on a rain-drenched Saturday afternoon.

Miss Pincus promised; "The Federation will continue to campaign until Philadelphia's schools regain their former position of leadership and quality."

## Eisenhower Veto Hangs Over Federal Aid for Education

By Willard Shelton

Managing Editor, AFL-CIO News  
Written for the American Teacher

WASHINGTON, D.C. — Supporters of Federal aid to the schools hoped last September, when Congress adjourned, that a considerable demand for action would be kindled by approval of the McNamara bill by the senate committee on labor and public welfare.

Months later, at the approach of the new year, the prospects for the second session of the 86th Congress were that some kind of bill would be passed—but it was by no means sure that anything more than a token bill would be acceptable to the White House.

President Eisenhower doesn't believe in Federal spending. The White House staff and the budget

bureau secretariat think he got by very well with his vetoes of 1959 and they are not likely to show hesitation in recommending vetoes this year.

### Proposes \$1 Billion

The McNamara bill, which proposes Federal grants of \$1 billion for school construction and drops the whole idea of general Federal aid to the school systems, was offered late last session as a compromise.

(It's "compromise" proportions are exhibited in the fact that it proposes about one-eleventh as much money as the original Murray-Metcalf bill.)

There isn't a knowledgeable person on the senate or house committee staffs who believes that the President would sign it. "Too much money!"

The President's veto power could be knocked aside, of course, if the heavy Democratic majorities in the house and senate were able to use their party pluralities in a meaningful way. But the house rules committee, which blocks legislation or expedites it, is controlled by four Republicans plus Chairman Smith of Virginia and Representative Colmer of Mississippi, Democrats who have less in common with their national party than with the late William Howard Taft.

The house was left last September with a different compromise bill—\$4 billion for school construction or teachers' salaries or both, across four years—approved by the education and labor committee but blocked in the rules committee. The President naturally would veto that even if the rules committee ever let go of it.

### Still Another Compromise?

In the interim there have been suggestions and approaches and intimations about still another "compromise" bill. Mr. Eisenhower's third secretary of health, education and welfare, Arthur S. Flemming, is a kind of "sleeper," as demonstrated by his cranberry episode, and Mr. Flemming apparently would like to get things off dead center.

The thing that was talked about in November and early December was a kind of Federal loan-grant-advance program—a program modest enough so that HEW could "sell" it to the White House yet still get some schools built.

The device, apparently, would be a gimmick. If a school district was able to raise half the needed money in some way, the Treasury in Washington would advance the other half on condition that the district then floated a bond issue on which the Treasury would take over the payments on interest and principal.

### Children Would Pay

From the standpoint of school people, acceptance of this program could come only from counsels of desperation. From the standpoint of the administration, it would offer the "lovely prospect" that some schools would be built and that the effects would not be shown in the current budget. Mr. Eisenhower, who has spoken eloquently of the wickedness of debt, would let us have some schools now—and pass the cost along for 20 or 30 years to the new generation. But the outlook for even this, is bleak.

## Board Changes Mind, Kenosha Teachers Win a \$300 Raise

KENOSHA, Wis. — Kenosha teachers have a \$300 salary increase following long, ebb-and-flow negotiations.

The raise, effective Jan. 1, was authorized by the board of education last summer, but the announcement was held up until completion of negotiations with other school personnel.

It followed negotiations last year and this summer between

the board and the Kenosha Teachers Union, Local 557 salary committee chaired currently by Joseph Braun and last year by John Wineland.

### The New Schedule

The increase brings the Bachelors starting salary to \$4,512, and the maximum to \$6,800 in 12 years. Masters or holders of Masters plus 30 start at \$4,712 and go to \$7,200 in 14 years. Annual increments for BAs and MAs are \$200.

Board President Robert Hastings said the board had assured teachers they would get the raise even if the common council reduced the school budget.

A \$150 across the board increase failed last year after the council cut \$100,000 from the 1959 budget, and efforts by Local 557 to get the school board to retain it failed amid heated negotiations.

Virginia E. Tenuta, the Local's corresponding secretary, said, however, the current raise is considered partly due to the groundwork by last year's salary committee, as well as help from Gregory Wallig of the Kenosha AFL-CIO Council.

### Change in Attitude

The school board's change in attitude last spring and summer was reflected in the following statement from Hastings to the press:

"Unless our school system keeps step financially with the trend of our times in the direction of adequate salaries for all school employees and high quality programs, the educational program must and will decline.

"This decline will be reflected in our inability to employ a sufficient number of professionally competent teachers and to retain in our service those competent teachers who are presently serving the community.

"The prevention of a decline in our school program will be far less expensive than a program of cures."

Current Kenosha Teachers Union salary committee members other than Braun are Barton Groves, Charles Hinterberg, Catherine Tenuta, Kenneth Urquhart and Wineland. Tracy D. Cummings is currently Local 557 president.

## Former Guild Bulletin Editor New York AFT Representative

CHICAGO, Ill. — Albert Shanker, formerly editor of the Guild Bulletin, publication of the New York Teachers Guild, Lo-



Mr. Shanker

cal 2, is a new American Federation of Teachers field representative assigned to New York City.

Shanker was employed by the executive council on recommendation of the negotiating committee. He is a graduate in philosophy with honors from the University of Illinois.

He was a New York City high school teacher since 1952, and

also taught philosophy and sociology in the city's adult education center. He is working toward a Doctorate in Columbia University.

Shanker's appointment brings the number of full-time AFT field representatives to four, the other three being Sally Parker, working out of Boston; Henry Clarke, Berkeley, Calif., west coast, and Hugh MacColl, Chicago, but currently in Texas.

## Labor Leader New Cleveland Board Member

CLEVELAND, O. — Walter A. Davis, education director of the Retail Store Employees Union, Local 880, who directed Ohio labor's successful fight to defeat a "right-to-work" amendment last year, is a new member of this city's board of education.

Davis' election, a precedent for labor in Cleveland, was due to intensive city-wide organization, and the support of labor and other forces, including the Cleveland Teachers Union, Local 279, as well as to his own popularity.

## State Board Issues Right To Join Rule

HARTFORD, Conn. — The Connecticut board of education has ruled that public school teachers have the right to join any organization working for their professional or economic improvement.

A letter from William Horowitz of New Haven, board chairman, announcing the ruling was read at the convention of the Connecticut State Federation of Teachers by Howard P. Hill of this city, the latter's president.

The union asked the board for the policy on the "right to join" after administration pressure delayed the organization of an AFT Local at Granby.

## Four-Session Leader Course By N.Y. Guild

NEW YORK, N. Y. — The New York Teachers Guild, Local 2, conducted a series of four sessions in a leadership course for chapter chairmen.

The course was directed by Al Shanker and Ely Trachtenberg. The first session featured staff relations, the second organization techniques, the third chapter life, and the final other activities.

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# Spread of \$3,450 Shown in Beginning Pay

## Salary Survey Also Reveals Other Schedule Inequities

CHICAGO, Ill.—Teachers pay schedules are shown to be edging up slowly and irregularly with benefits from gains again being cancelled out or reduced by cost-of-living increases, in the 1959 American Federation of Teachers salary survey just completed and sent to state and local Federation presidents by Dr. George S. Reuter, research director.

The survey includes schedules in cities of more than 10,000 population. While it shows major gains in some districts, with suburban areas setting the pace for most large cities, there remains everywhere wide gaps between all scales and the \$6,000-\$13,000, 8-step base the AFT declares will be necessary to adequately staff the schools.

Analysis of the schedules in the survey again highpointed the varying values American communities place on instruction of their children. Beginning salaries for Bachelors ranged from \$2,700 to \$6,150, a spread of \$3,450, and for Masters from \$2,868 to \$6,300 a difference of \$3,432. Maximums varied similarly.

### Big City Averages

Dr. Reuter estimated the average beginning Bachelors salary in the "10,000 and over" cities as \$4,033, and the average maximum as \$6,161. Masters were similarly averaged \$4,408 minimum to \$6,527 at the maximum. Reward to career teachers varied additionally, because of different numbers of years required to reach maximum.

Beginning salaries for Bachelors in cities of more than 400,000 population ranged as much as \$1,640 a year, from a low of \$3,360 in Louisville to Chicago's new \$5,000 beginners high. Memphis, paying \$3,372 to beginners, crowded Louisville for the na-

tional low among the big cities, while San Francisco paid new BA's \$4,770, the closest to Chicago.

For Masters, Memphis paid the lowest for beginners—\$3,526—with Louisville offering only \$26 more. Highest starting salaries in this lane were Chicago's \$5,250 and San Francisco's \$5,260.

### Fayetteville Lowest

To Fayetteville, Ark., went the dubious distinction of paying the lowest Bachelors minimum reported by any district—\$2,700 a year. Hopkinsville, Ky., was bidding only \$10 a year more.

Fairbanks, in the new state of Alaska, was shown to be offering the highest for Bachelor starters—\$6,150 a year. Highest bid from any city in the "lower 48" states was \$5,092 in East Chicago, Ind.

Scarsdale, N.Y. and Highland Park, Ill., Township High School offered longevity pay of \$9,000 for Bachelors, while Scarsdale, N.Y., had a merit ceiling of \$10,400 for the same degree.

### The Masters Range

Florence, S.C., reported paying only \$2,868 for beginning Masters, the lowest in the survey. Anderson, S.C., with \$2,943 was the second lowest.

Fairbanks, Alaska, increased to \$6,300 to get new Masters. Whittier, Calif., reported paying \$5,800, second highest, for first-year teachers with this degree.

Scarsdale also offered Masters a longevity top of \$9,600, while Niles Township High, near Chicago, offered \$9,500 similarly. Scarsdale's merit maximum for Masters went to \$11,000.

Numerous districts throughout the country reported no salary increase this year. Nine of the cities of more than 400,000 gave none.

## NDEA Oath, Affidavit Create Storm in U. S. Universities

CHICAGO, Ill.—Growing opposition among universities and colleges the country-over to the loyalty oath and affidavit required from beneficiary students by the National Defense Education Act is shown by an American Federation of Teachers research survey.



Dr. Reuter

The survey was conducted by Dr. George S. Reuter, research director. Of the 573 university and college presidents responding to a questionnaire, only 55.2 per cent approved of the oath, and 60.7 per cent approved of the affidavit students are required to complete.

The loyalty oath is as its name implies and in the affidavit the student is required to swear under obvious penalty of perjury he does not believe in, support, or hold membership in a subversive organization.

### Reject the Program

Several of the institutions were refusing to participate in the program because of the oath. These included Princeton, Bryn Mawr, Haverford, Swarthmore, Amherst, Grinnell, St. Johns, Goucher, Antioch, Oberlin, Bennington, Reed and Sarah Lawrence.

Institutions reporting they were participating in the program but opposed to the oath included: Rutgers, University of Connecticut, Bowdoin, Colby, Bates, University of New Hampshire, Colorado College, University of Denver, Providence Col-

lege and the University of Washington.

The oath was also the subject most commented on by the presidents under the heading, "suggested changes." Several voting for it, commented: "Not strongly in favor," "think it ineffective," "faculty opinion divided," and "would not protest were it deleted."

A majority of institutions were against it in the following states: Florida, Iowa, Kansas, Kentucky, Louisiana, Maryland, Minnesota, Missouri, New Jersey, North Dakota, Rhode Island, Utah, Virginia and Wisconsin. Opinion was tied in Maine, Ohio, Vermont, Washington and West Virginia.

### Hit Affidavit Hard

Not as many appeared opposed to the affidavit, Dr. Reuter said, but the expressed opposition was more violent. He added:

"Yale President A. Whitney Griswold termed the affidavit as being 'contrary to the classic principles of our colleges and universities.' Harvard President Nathan M. Pusey called it, 'an affidavit of misbelief.' Columbia also expressed opposition."

(Recently the 93-member Association of Land Grant Colleges and State Institutions opposed the affidavit by resolution.)

Universities in the following states cast a majority opinion against the affidavits: Florida, Kentucky, Louisiana, Minnesota, New Jersey, Ohio, Rhode Island, Utah and Virginia. Opinion was tied in Michigan, New Hampshire and Vermont, and approved

in principle by a less than a majority replying to the question in Illinois, Kansas, New York and Wisconsin.

### Majority OK Program

More than 76 per cent of the university and college presidents approved of the Federal program in the act as a whole, but the almost one-fourth were unwilling to rate it as good. Delaware was tied between "good" and "fair."

Some 73 per cent said that the clerical work required is not excessive. Only a few indicated opposition to "Federal aid." Suggestions for changes besides the elimination of the loyalty oath and affidavit, included:

"An increase in the amount of money to institutions, forgiveness benefits to all teachers, less clerical work and fewer reports, a reduction in 'red tape,' and making the funds available before the opening of the fall term."

### Urge Basic Program

Suggestions for "ideal Federal aid programs" included: "Change the program from loans to scholarships," "develop a national foundation program based on minimum needs," and "a program similar to the G.I. bill."

The American Federation of Teachers has long supported Federal Aid for Education in terms of the Federal government sharing the cost, as distinguished from loans to be repaid either by school districts, institutions or students.

Its conventions are on record as opposed to loyalty oaths and affidavits not taken or signed by all citizens, for groups such as teachers or students. Replies of many of the college presidents supported AFT policies.

## Guild Asks for \$40 Million To Save City's Junior Highs

NEW YORK, N. Y.—The New York Teachers Guild, Local 2, has called on Mayor Wagner for



Mr. Cogen

a \$40 million emergency fund for rehabilitation of the city's junior high schools which, the Guild said are "in a state of near collapse."

In a letter to the mayor, Charles Cogen, Guild president, declared that the reason is the increased shortage of teachers and other key personnel, more critical than similar shortages in other city schools.

### Teachers Shun Highs

Cogen added: "Too many teachers do not want to teach in New York City at all, and of those who do come here, too few are willing to teach in the junior high schools. Less than

half the 8,000 teachers in these highs are fully licensed to teach the subject assigned to them.

"Class sizes in the junior highs have gone up and in most of the schools, teachers have only three lesson preparation periods a week. This is in spite of the new appointments made by the board."

### Actions Recommended

Cogen also asked the mayor to appoint a blue ribbon committee to "get to work on the problem" and help arouse public interest in the plight of the institutions.

A full scale, ten point program to "save the junior highs" is meanwhile being carried on by the Guild's junior high school committee.

Objectives include a teacher load of four daily 45-minute periods, reduction in class size, a more attractive salary schedule, social worker-psychiatrist teams in each building, and administration-supervisory staff reorganization.

## Quota Locals Now Total Thirty-one

CHICAGO, Ill.—Eighteen American Federation of Teachers Locals in addition to the 13 reported last month, were shown by their per capita to have made or exceeded their membership quotas at press time. The new quota Locals are:

California—Oceanside-Carlsbad, Local 1344. Connecticut—Hartford, Local 1018. Illinois—Macoupin Co., Local 528; Rockford, Local 540; E. St. Louis, Local 1220; Streator, Local 1270, and Cahokia-Commonfields, Local 1272.

Indiana—East Chicago, Local 511. Iowa—Des Moines, Local 600. Minnesota—International Falls, Local 331; Biwabik, Local 1303; Mt. Iron, Local 1307, and Greenway, Local 1330.

Montana—Anaconda, Local 502. Ohio—Cleveland, Local 279; Dayton, Local 921. Wisconsin—Milwaukee Vocational, Local 212, and Ashland, Local 1275.



Principals and supervisors emote in, "Who Saved the Farmer's Daughter," old-fashioned melodrama, at Duluth Teachers Association, Local 692, mixer and talent show: From left, Alice Eisenfeld, supervisor of school nurses; Selma Patrick, elementary principal; Sherman Iverson, guidance director, and Franklin Bradshaw, elementary principal.

## Men Teachers Model, Duluth Fashion Show

DULUTH, Minn.—Members of the Duluth Teachers Association, Local 692, rated a half-page of photos in the Duluth Herald and accolades from new

teachers with a mixer and talent show.

The party, welcoming 95 new faculty members, included a women's fashion show with men teachers modeling, a version of a popular television show, a drama by principals and supervisors, a German band, a schoolmasters quartet, and a finale by 40 teachers portraying extra-curricular activities.

It was agreed that juniors or seniors could not have done better. Clifford Wikelius is Local 692 president.





Cong. James Roosevelt (D-Calif.) urged more talks with Russia at Michigan State Federation of Teachers institute in Ferndale: From left, seated, Mrs. June Rehberg, Ypsilanti; MSFT president, and Roosevelt. Standing, AFT Vice-President Robert DeMars of Lincoln Park. Roosevelt declared, "People talking to each other do not shoot each other." Other institute speakers included AFT President Carl J. Megel and Sen. Patrick J. McNamara (D-Mich.).

## Pearl Harbor of Education Ignored, Labor Leader Says

DETROIT, Mich.—Leonard Woodcock, vice-president of the United Auto Workers, told an Institute of the Detroit Federation of Teachers, Local 231, that America has failed to heed the "Pearl Harbor of education."

He said the incident which caught the nation's education system unprepared was the Russian launching of Sputnik I, and "we have done nothing about it."

"There were some of us (five years ago)," Woodcock said, "who felt America needed a Pearl Harbor educationally to wake us up. This we got with Sputnik, and the nation demanded action."

"Soothing words from high places, however, soon lulled us back to sleep. When the Russians 'shot the moon' the nation yawned."

## Discipline Rivals Weather As 'Conversation Piece'

WINONA, Minn.—A vice-president of the American Federation of Teachers told an area education conference of union teachers that the problem of school discipline is greater because—like the weather—everybody talks about it but nobody does anything about it.

Charles E. Boyer of Minneapolis, also executive secretary of the Minneapolis Federation of Teachers, Local 59, said a good

discipline policy should provide: "The principal shall be responsible for discipline in the school; 'The teacher's relations to pupils shall be in loco parentis; 'The board and administrative personnel shall support principals and teachers in situations arising out of disciplinary matters, and

"No stigma shall be attached to the teacher for reporting of a pupil or requesting help from the principal."

## Urges Teaching All Cultures, Hits 'Professional Jargon'

PROVIDENCE, R. I.—Members of the Providence Teachers Union, Local 958, were told at their AFT Day meeting that pupils must be introduced to the major cultural theories, "whether we believe in them or not."

Speaker was Dr. Gene D. Phillips, associate professor of education philosophy at Boston University. He declared that children must do more than learn the standard curriculum, and added:

"Students must examine older cultures critically and try to create a new and more humane

culture within the framework of the realities of today."

He added that such subjects as the doctrine of evolution and the theories of Einstein, Marx and Freud must be examined and carefully "in the school laboratory of democracy."

Turning to public relations, Phillips warned that the teaching profession, like others, has alienated itself from the public by "adopting professional jargon."

John J. McDonnell, president of Local 958, presided at the Day's sessions.

## More AFT Affiliates Hold Own Institutes, Conferences

CHICAGO, Ill.—Sampling and incomplete reports indicate that a growing number of American Federation of Teachers Locals are holding their own institutes and education conferences with high attendance and success.

Winona, Wis., New Rochelle, N. Y., and Detroit institutes and conferences are reported briefly elsewhere in this page. One of the institutes new this year and also most successful was sponsored by the West Suburban Teachers Union, Local 571, and others in Cook County, Ill., outside Chicago, in Franklin Park.

Under the general chairmanship of Miss Eleanor Lonek, Proviso East High, it offered a broad program ranging from national education problems, teachers aids, the disturbed child, international aspects of education and legal problems.

### Others in Illinois

The Will County, Ill., Federation of Teachers, Local 604, held its third annual institute, with Dr. Walter A. Kauffers, professor of secondary education, University of Illinois, and an array of other speakers on subjects ranging from "Ivan Goes to School" to "Education in the Army."

The Springfield, Ill., Federation of Teachers sponsored the first institute in the central part of the state. Former Teacher Cong. Fred Wampler, (D-Ind.) was heard on "Education Highways of Tomorrow," along with others in education, politics and civic leadership.

Teachers attending an educa-

tion conference of the southeastern division area of the Illinois Federation of Teachers, its first, in East St. Louis, heard among others U. S. Sen. Paul H. Douglas, former teacher and AFT member.

### In Four Highs

Indiana conferences were sponsored by the Gary Teachers Union, Local 4; the Indianapolis Classroom Teachers Association, Local 581, and the South Bend Teachers Union, Local 679. The Gary institute needed four high schools for its division sessions.

The Springfield (Mass.) Federation of Teachers, Local 484, offered an unusually comprehensive conference program for teachers of the area, while the Michigan Federation of Teachers and its Locals sponsored institutes in Benton Harbor, one in Wayne county (Detroit) and others in Ypsilanti, Grand Rapids, Ferndale and Flint.



Miss Lonek

The East Detroit Federation of Teachers, Local 698, sponsored an institute for teachers of Macomb and St. Clair counties in East Detroit and Harper Woods.

### First at Hibbing

The Minnesota Federation of Teachers held an education conference in Hibbing, its first in the region, for members of Locals in the northeastern part of the state. Charles Miller, president of the Hibbing Teachers Federation, Local 669, said attendance was beyond expectations.

The Rochester Federation of Teachers, Local 616, sponsored a conference for western New York state.

The North Providence, R. I., Teachers Association, Local 920, held an Education Advancement Day, its fourth annual, with reciprocal tenure, 30-year retirement regardless of age, and tuition free courses for professional certification among subjects discussed, along with other activities and a panel on "The Exceptional Child."



Robert J. Razumich, Gary Teachers Union, Local 4 president, estimated that nearly 1,400 Lake County, Ind., teachers attended the Local's seventh annual education conference; heard Norman Ross, noted radio commentator, and other speakers. In photo, teachers examine materials at the book exhibits.

## Birnbaum Tells Conference Many Teachers Slow Learners

NEW ROCHELLE, N. Y.—Eliot Birnbaum of Syracuse, president of the Empire State Federation of Teachers, digressed from the topic of the New Rochelle Federation of Teachers, Local 280, education conference to declare that many teachers are slow learners.

Subject of the conference was, "Social Class Theory and the Slow Learner." Birnbaum interjected: "I submit that many teachers are slow learners. They are slow to grasp modern employer-employee relations."

"We believe that our teachers Federations are the means of establishing real professional status for classroom teachers," Birnbaum said, "and we hope that the slow learners among us will soon come to the same conclusion."

Dr. Barbara Mason, high school principal, was the conference chairman. Alan Shapiro, Local 280 secretary, told the teachers that a large number of the students who are labeled slow learners come from a lower class cultural background.

## Empire State To Legislature With New Goals

SYRACUSE, N. Y.—The Empire State Federation of Teachers is working for the enactment of a legislative program that includes a teachers' salary of \$6,000 to \$12,000 in 10 steps and duty-free lunch period.

Eliot Birnbaum, ESFT presi-

dent, said Harriet Pease, legislative chairman, will direct the effort for laws including also:

Sabbatical leave, elimination of a 30-day clause in retirement, payment of supplementary pensions to surviving spouses, and others.

The program was authorized at the state Federation convention in Kingston which adopted numerous other policies including for permanent certification and a more democratic method of electing teacher members of the state retirement board.

## Megel Cites Liability Need In Illinois

CHICAGO, Ill.—AFT President Carl J. Megel has alerted Illinois Locals to the need for school board financed liability insurance coverage in view of the recent state Supreme court ruling that districts are not immune from liability in damages. The Illinois Association of School Boards recently took cognizance of the court's ruling with a resolution recommending that:

"Boards review their insurance policies for the purpose of modernizing their insurance programs in every respect so as to give effect to the increased costs, new liabilities and protection not only to the taxpayers, school districts and school boards, but also to the school board members individually and to all school employees while in performance of their duties and responsibilities."

AFT General Counsel John Lightenberg recommended: "I believe it should be union policy to secure action by boards . . . to obtain insurance giving this type of coverage."



## Board-Union Negotiations Okehed in Illinois Opinion

SPRINGFIELD, Ill.—Rights of school district employees to "join any union or other such organization" and designate the union to represent them, are upheld in an opinion written by Kenneth L. Lemmer, legal adviser to State Schools Supt. George T. Wilkins, to the Suburban (Maywood, Ill.) School and Municipal Employees Union, Local 11 of the Building Service Employees International.

The opinion was addressed to George E. Foxworth, business representative of the local. In transmitting a copy to the American Teacher, Lemmer referred to the opinion as dealing "with the relations between unions of custodial employees and boards of education" in the state.

### Union May Represent

The opinion amplified one previously given Clifford M. Carney, attorney in Downers Grove in the same state. Excerpts follow:

"It is our opinion that the employees of a school district may join any union or other such organization as they see fit and such employees may designate the union to represent them before boards of education in matters pertaining to their employment. Indeed, unions as such are not precluded from representing their position regarding matters affecting school board employees, even in the absence of their representing a substantial body of the employees of any board in question."

"The important element to keep in mind, however, is that boards of education are engaged in a governmental function and as such cannot exclude any employee or group of employees from negotiating with the board, regardless of whether or not they are represented by a union."

"In our society we cannot close our eyes to the fact that among the agencies most concerned with working conditions and problems of employment are labor unions and that they can contribute a substantial volume of experience and knowledge to the board of education in their representations to it of employment problems as they affect the employees of a particular school district."

### Conditions and Rules

"A board of education has the power to adopt reasonable rules and regulations for the government of the schools of the district, including the conditions of employment and rights and duties of its employees. If the board believes that it is for the best interests of the district that schedules and rules be set up along the lines proposed by the custodians' union, then undoubtedly the board may do so and perhaps in the exercise of its discretion should give consideration thereto so long as the board does not thereby give up its power to deal with its own employees."

"These rules and regulations may provide that employees may be represented by persons of the employee's choice and if he chooses to have a labor union representative deal with the board with reference to his particular problem, it would appear that there is no objection to this

procedure and indeed it might be a desirable one. A copy of such regulations as passed by the board is, of course, available to the public and included in the public would be labor union representatives."

### May Agree in Writing

"If the proposals of the labor union representatives are in accordance with the rules and regulations which the board of education sees fit to adopt there can, of course, be no objection thereto. In arriving at such rules and regulations, it is entirely proper for the board of education to consider the representations made by labor union representatives, either as part of the interested public or as the representatives of particular employees; and there is no objection to the board and union representatives of employees entering into a memorandum of understanding based on the rules and regulations of the board."

"It is of course inherent in the law that the school board has the right to amend or alter by official board action, such rules and regulations as it may promulgate from time to time in the field of employment just as

in other fields, and such regulations would not be binding upon future boards unless reenacted after the annual organization meeting."

### Methods and Procedures

"As a practical matter, boards of education have in many cases adopted various methods of working out satisfactory relationships with labor unions as representatives of district employees."

"In some instances a memorandum of understanding has been signed by the board and approved or acknowledged by the local union. Such a memorandum might outline wage rates, hours, vacation schedules, in-service training, and other conditions of employment."

"In other situations the district has refused to sign any memorandum of understanding but has agreed to an exchange of correspondence with representatives of the local union which sets forth the rules and regulations covering wages, hours, vacations and other conditions of employment."

"In other cases boards have merely stated in their minutes, or in the rules and regulations approved in the minutes, the exact details of employment relationships which will govern for the current fiscal year and has specified the various regulations applying to other conditions of employment . . ."

## NAM Attacks Labor Unions In Series of 'Teacher Aids'

NEW YORK, N. Y.—The National Association of Manufacturers, representative of industry and big business, is flooding the nation's public schools with anti-labor union propaganda for the use of teachers in the classroom.

A series of purported teacher-aid booklets hitting at union procedures and policies are listed in a current NAM catalogue, "Educational Aids for Schools and Colleges."

Always a school invader with its self-styled "texts" puffing business while ignoring the worker's contribution to the American Way of Life, the NAM now appears to have pulled all stops in a hymn of union hate.

### List of Booklets

Labor in the team of capital and labor is ignored except for attack on labor. Under the heading, "Teachers Reference Material," the catalogue lists the following titles:

"Monopoly Power as Exercised by Labor Unions," "Loopholes in the Labor Laws," "Industry's Views on Organized Labor and the Antitrust Laws," "Twenty Questions About the Right to Work," and "Union Power and Labor Management Relations."

Unions are accused of holding

monopoly power. A shipment of the controversial "texts" contained a memo saying the one on "Loopholes in the Labor Laws" was out of print, the supply exhausted.

### Attacks AFL-CIO Merger

The leaflet, "Industry's View on Organized Labor and the Antitrust Law," attacks the merger of the American Federation of Labor and Congress of Industrial Organizations. The "Twenty Questions About the Right to Work" (law), attacks the closed and union shop.

"Union Power and Labor Management Relations," a booklet, contains selected proceedings and addresses of the 63rd Annual Congress of American Industry, selection being by the NAM's industrial relations division.

Another booklet listed as a teacher's reference, "Does Public Education Need Federal Aid?" denies and opposes the need, while another, "Our Teachers," gives lip service to the profession and admits the need for higher salaries while most NAM members oppose necessary tax increases at the local level.

A more elaborate brochure issued by the NAM urges philanthropic contributions to private colleges.

## Contra Costa Urges Change P-TA to P-AA

RICHMOND, Calif.—The Newsletter of the Contra Costa Federation of Teachers, Local 866, has suggested that P-TA be

changed to P-AA for Parent-Administration Association.

It cited a recent dinner, "In an Oriental Garden," given by P-TA presidents of the city for school principals.

The Newsletter pointed out that while teacher membership in P-TA's is often compulsory by administrative directive, most Richmond P-TA meetings are held in the afternoon when teachers cannot attend.

## High-Flying E-TV Project To Shower Lessons From Sky

LAFAYETTE Ind. — Despite limited and often poor results from mass teaching by television, a grandiose scheme to telecast instruction to mid-west schools containing 5 million students, from an airplane 20,000 feet in the sky has been announced by the Midwest Council of Airborne Television Instruction.

Main offices of the Council are in Memorial Center, Purdue University, and glowing press announcements also list offices at 680 Fifth ave., New York City. The plan is to cost \$7 million, \$4½ million of which has been committed by the Ford Foundation.

Members of the Council are high echelon university, educational television and public school administrators, the latter including Supts. Benjamin C. Willis of Chicago and Samuel M. Brownell of Detroit.

### Search for Teachers

President is Dr. John E. Ivy, Jr., former executive vice president, New York University, and a "talent search" for teachers to staff the programs is being conducted by Dr. John W. Taylor, executive director of the Chicago Educational Television Association.

"Lessons" are to be filmed and "possibly with some live ones" beamed from a ground transmitter at Purdue, to a circling DC-7, then retelecast from the plane to classrooms in Indiana, Illinois, Ohio, Michigan, Wisconsin and Kentucky schools beginning with the 1960 fall semester.

### Plan 72 Courses

A glowing press announcement issued by the Council states: "Plans call for the production of as many as 24 full-length courses, each consisting of 144 half-hour lessons, during the first year of the experiment . . . Eventually the Council intends to telecast as many as 72 courses from the aircraft."

The selected teachers are to be trained at a Purdue workshop, and making the programs is to start in mid-July. Dr. Ivy said the Council realizes that the "superior" teachers sought will be dislocated during their TV services, and they will be compensated accordingly.

### Cites TV Failures

AFT President Carl J. Megel took a dim view of the project, since TV teaching results have not been up to expectations of their sponsors in several major cities. He said:

"It is logical to anticipate that

the number of receiving sets required in the schools would double the \$7 million cost announced. This \$14 million could employ a lot more teachers."

"Television 'lessons' or lectures can accomplish nothing that could not be gained by sound motion pictures, and the movies would have the advantage of being supplemented by the teacher."

"Any teacher knows that motion pictures are a more effective aid than television. The teacher-pupil relationship can be maintained, and the showing of the film controlled for class needs."

Ivy said that prints of the "lesson" films will be offered schools outside the telecast area.

### TV "Program Purposes"

Purposes of the Council's plan were announced as follows:

"(1) To give students educational experiences which often are beyond the scope of conventional means of instruction; for example, a costly science laboratory and equipment, via television, which might not otherwise be available."

"(2) To broaden the curriculum of the smaller schools which are unable financially to offer as complete an educational program as they would like."

"(3) To enable the classroom teacher to devote more time to individual learning needs of students."

"(4) To enhance still further the skills of classroom teachers by coupling with their talents and personal contacts the additional resources of an outstanding television instructor."

### Members of Council

Council members besides Willis and Brownell were announced as follows:

Dr. Novice C. Fawcett, president of Ohio State University; Dr. John Guy Fowlkes, school of education, University of Wisconsin; Dr. Lyman V. Ginger, dean of education, University of Kentucky, and Dr. E. E. Holt, superintendent of public instruction, Columbus, Ohio.

Also Dr. Frederick J. Hovde, president of Purdue, Dr. Taylor, also a former president, University of Louisville, and Dr. Herman Wells, president of Indiana University.

The Council's announcement concluded: "If the midwest airborne experiment proves successful, the Council hopes it may serve as a pilot project for similar undertakings in other sections of the country."

## Pennsylvania Voters Defeat Raise in Borrowing Limit

PHILADELPHIA, Pa. — A constitutional amendment to permit school boards to borrow up to 5 per cent instead of 2 per cent of assessed valuations for buildings without referendum was defeated in a statewide ballot.

The proposition would have also permitted borrowing of up to 15 per cent with the consent of voters. Margaret Root, executive secretary of the Pennsylvania State Federation of Teachers, said the defeat was unex-

pected and no campaign was conducted.

"The electorate was not made to understand," she said, "that financing would actually have been cheaper under the plan. Many suburban and rural voters disapproved." One newspaper declared editorially:

"There is a definitely expressed feeling that more money for teachers' salaries and other essential improvements, but less for costly buildings, should have the attention of school boards and state legislatures."



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Leaders at program-mapping Wisconsin Federation of Teachers convention: From left, WFT Executive Director James L. Fitzpatrick, Milwaukee; Harvey Otterson, St. Paul, executive secretary, Minnesota State Federation of Teachers, speaker; AFT President Carl J. Megel, Chicago, and Glenn A. Parish, Superior, Wisconsin Federation president.

## WFT Calls for Tenure Law, More State Aid, Oath Repeal

MILWAUKEE, Wis.—The Wisconsin Federation of Teachers is implementing a drive for public school, teacher welfare and higher education improvement, ranging from increased state financial aid for schools to laws providing state-wide tenure and duty free lunch periods for all teachers.

The program was adopted at the Federation's annual convention. Glenn A. Parish of Superior, president, said it will be carried out at local levels and directed through the WFT's state office in charge of James L. Fitzpatrick, executive director, here.

The plans also include stepped-up organization and membership invitation, to increase the number of affiliated Locals and also enroll a majority of teachers in currently active teachers unions.

#### Priority to Tenure

Top priority, Fitzpatrick said, will be given to legislation aimed to stabilize the teaching profession and otherwise improve the schooling of the state's children.

"The tenure law is necessary," he declared, "to keep experienced teachers on the job and correct the situation in which more than 10 per cent per year quit because of insecurity as well as low pay."

"Such things as duty-free lunch periods provided by state law are essential to eliminate the tread-mill environment of

the classroom. Additional increases in state aid will be necessary so long as there are more and more enrollments calling for more classrooms and teachers each year."

#### Other Goals Adopted

The Wisconsin Federation of Teachers program was authorized in a series of convention resolutions. The steps called for at state and local levels include also:

Repeal of loyalty oaths for teachers and legislative action guaranteeing academic freedom, improvement of Social Security, its merger with state retirement benefits and expansion of the University of Wisconsin-Milwaukee.

The convention endorsed Gov. Nelson's proposal for a blue ribbon committee to study school needs and bring in a sound program. It commended the governor and the legislature for the \$17½ million increase in state aid at the last session.

Increased state aid for vocational education was endorsed, and the delegates called for steps to cope with an anticipated 1961 school financing deficit.

Other actions recommended an enlarged coordination committee for higher education, after declaring that actions of the current committee "often seems to stem from political expediency and geographical log-rolling."

## Buffalo, 39, Serves Notice Of Suit for Teachers' Names

BUFFALO, N. Y.—The Buffalo Teachers Union, Local 39, served notice on School Supt. Manch that it will take legal action to secure the names and addresses of teachers in the city's schools unless they are supplied voluntarily by Manch's office.

The ultimatum followed a reply by Board Member Samuel Markel to Local 39's President Joseph C. Murphy that the union's request for the list was "out of line."

The state education law states that employment records of

school districts must be open to public inspection. A similar refusal of the Syracuse board to supply the teachers union with a roster was overruled in court.

In a previous move, Manch denied the union the right to use school mail boxes in its membership invitation. Murphy said that Local 39, until recently a shop teachers union, has expanded by enrolling others.

Local 39 gave the superintendent 30 days to supply the list before going to court, and said it is needed to inform teachers what the union has done and is doing.

## Houston Labor Backs Strange Reinstatement

HOUSTON, Tex. — The committee on general legislation of the Texas State AFL-CIO chaired by Henry Rabun has adopted a report calling for the reinstatement of Charles Strange in his Houston schools teaching job.

Strange, vice-president of the Houston Federation of Teachers, Local 1328, was fired (American

Teacher magazine, Dec., 1959) by the school board for attempting to discipline an unruly student.

The committee action urged the Texas AFL-CIO and its affiliates to support the Houston Federation of Teachers in its appeal of the Strange case to the state department of education and the courts.

Efforts of school administrations to compel teachers to join any organization was condemned by the committee which pledged its own support to the AFT since "other state teachers organizations are, in effect, company unions."

## Mosk to Speak At Los Angeles 1021 Institute

LOS ANGELES, Calif.—California Attorney General Stanley G. Mosk will be a speaker on "Juveniles and the Law" at the Los Angeles Teachers Union, Local 1021, January institute.

The 2-hour institute will be held Saturday morning, Jan. 23, and will also feature a panel on "The Teacher and the Administrator" headed by Local 1021 President Edward A. Irwin.

Last year's institute overflowed a high school auditorium seating 1,300, and hundreds were turned away. Mosk, a former Superior court judge, is a brother of Edward Mosk, Local 1021's attorney.

## Truant Officers Card Party For Aid Society in January

CHICAGO, Ill.—The Chicago Truant Officers Federation, Local 237, will hold its annual card party for the benefit of the Chicago School Children's Aid Society, Friday evening, Jan. 22, in the Morrison Hotel.



Mr. Grande

Joseph Grande, Local 237 president, announced that tickets costing \$1.25 each may be obtained from the truant officer in any of the city's schools. The card parties have been sponsored for years to help the aid

society supply clothing to needy school children.

The society is headed by Mrs. George A. McCorkle who has been its president for the last 29 years. The truant officers feel that the work of the society is a prevention factor in juvenile delinquency.

## OFT Memorial To Kuenzli, AFT Leader

MANSFIELD, O.—A tribute memorializing the late Irvin R. Kuenzli as "an outstanding disciple of trade unionism" was adopted by the executive council of the Ohio Federation of Teachers at a meeting here.

Kuenzli, executive secretary of the American Federation of Teachers from 1936 to 1953, died recently at the family home in Springfield, O. (American Teacher, Nov., 1959.)

The memorial, unanimously approved, was sent to Mr. Kuenzli's widow and sons by OFT President James O'Meara. It read:

"Whereas, Irvin Kuenzli was the moving force which led to the formation of the Ohio Federation of Teachers and served as its first president; and

"Whereas, Irvin Kuenzli next became the executive officer of the American Federation of Teachers, and guided its destinies through its most trying and critical years, at great sacrifice to himself and

"Whereas, Irvin Kuenzli was an outstanding disciple of trade unionism and its contributions to education and spread his philosophies throughout the world; and

"Whereas, his untiring efforts in domestic and foreign fields undoubtedly contributed to his premature death; and

"Whereas, the Ohio Federation of Teachers and education throughout the world have, in the passing of Irvin Kuenzli, suffered the irreparable loss of a true friend and advocate; now then

"Be it Resolved, that the executive council of the Ohio Federation of Teachers express its feeling of deep personal loss and its heartfelt sympathy for his bereaved wife and sons."

## Megel Joins Meany, Urging 'Hope' Support

CHICAGO, Ill.—AFT President Carl J. Megel joined AFL-CIO President George Meany in urging union members to contribute generously to "Project Hope" which includes sending a fully-equipped medical ship to Southeast Asia.

Megel called the project a worthy one for teachers contributions. It is sponsored by the People-to-People Health Foundation and was endorsed at this year's AFL-CIO convention.

Through the cooperation of the U. S. government, a navy ship is being transformed into a hospital ship to be called the Consolation.

It will be operated as a medical and dental school, a training and treatment center and a base for nursing and sanitation teams to serve southeast Asian people.

Cost is estimated at \$3.5 million. Contributions should be addressed to the People-to-People Health Foundation, P. O. Box 9808, Washington 15, D. C.



# International Summer Study Opportunities

## Europe Big Favorite Among Offerings by U.S. Colleges

From Page 1

previous high of 100 in 1956. This year's listing includes study-tours by colleges and universities of 34 of the 50 states. Largest numbers are to originate from institutions in New York, Illinois, Utah, Pennsylvania and California.

### Seventy-nine to Europe

This year's listing also includes 79 tours to Europe, with the favored countries being France, England, Italy, Germany and Switzerland, in order. Possibly because of the Olympics in Rome and the Passion Play in Oberammergau, Italy and Germany crowd England for second place in tour destinations.

Holland, Austria and Belgium are next in popularity, but other countries are not conspicuous by their absence and tours to Scotland, Turkey, Denmark and Yugoslavia have increased.

### Nine Include Russia

Nine tours include Russia or the other communist bloc countries, while seven others offer possible extensions to the Eastern European countries. There are a growing number to Mexico and the other Latin American countries.

Colleges and universities known to be operating study tours but for the various reasons not listed hereafter include Kalamazoo College, Michigan; Mount St. Marys, Los Angeles; New Mexico Western, Silver City; Oberlin College, Ohio, and Sarah Lawrence, Bronxville, N. Y.

Also, South Dakota State, Vermillion; University of Kansas City, Mo.; University of Minnesota, Minneapolis; University of Utah, Salt Lake City, and Whittier College, Whittier, Calif.

Some of the study-tours listed in the following summary may have reached their quotas, but most schools are happy to carry a waiting list. Teachers are urged—if interested—to make inquiry regarding the tour of choice immediately.

The following information, in order, lists the subject area, countries included, credit granted, cost (including transportation but not including tuition), departure point, type of transportation (to foreign or overseas point), dates, deadline for applications, college or university offering study tour, and brief description of tour (information, not included in summary, was not supplied):

### WORLD

**ART:** Hawaii, Japan, Hong Kong, Macao, Philippines, Vietnam, Thailand, India, Kashmir, Russia, Sweden, Denmark, Holland, France, Spain; 1-6 S.H.; \$3,495; San Francisco; air; June 20-Aug. 17; May 9; DePaul University, Greencastle, Ind. General survey of art.

**BIOLOGY:** Hawaii, Japan, Hong Kong, Philippines, Thailand, India, Egypt, Greece, Italy, France, England; 12 Q.H.; \$2,476; San Francisco; air; June 18-Aug. 9; April 18; Western Illinois State University, Macomb, Ill.

**CONTEMPORARY CIVILIZATION:** Japan, Hong Kong, Macao, Philippines, Indonesia, Malaya, Thailand, Burma, India, Pakistan, Egypt, Jordan, Syria, Lebanon, Turkey, Greece, Italy; 6 S.H.; \$3,299; Los Angeles; air; June 26-Sept. 1; April 1; California Western University, San Diego 6, Calif. Fifteen conferences and interviews with educators, government officials and community leaders highlighting aspects of our contemporary civilization. Alternate itiner-

ary includes Afghanistan, Russia, Finland and Denmark.

**HISTORY:** Denmark, Greece, Jordan, Egypt, Sudan, Kenya, Belgium Congo, Zanzibar, India, Ceylon, Singapore, Thailand, Hong Kong, Philippines, Japan, Hawaii; 2-9 S.H.; \$2,390; Milwaukee, other departure cities possible; air; June 25-Aug. 18; May 1; State College, Whitewater, Wis. Russian extension possible, \$400 extra, departure June 17.

**SEMINAR IN WORLD PROBLEMS:** Hawaii, Japan, Formosa, Hong Kong, Thailand, Burma, India, Lebanon; \$2,090; New York to Los Angeles; air; June 30-Aug. 9; Lafayette College, Easton, Pa. Four possible extensions: Holy Land and Cairo, 8 days, \$100; Holy Land, Cyprus, Israel, opening of Olympic Games in Rome, 17 days, about \$250; Afghanistan, Russia and Finland, 11 days, about \$300; Africa, 20 days, about \$900.

**SOCIOLOGY:** Hawaii, Japan, Hong Kong, Singapore, Thailand, India, Egypt, Lebanon, Syria, Jordan, Israel, Turkey, Greece, Italy, Switzerland, France, Germany, England; \$2,995; New York; air; June 8-Aug. 5; approx. April 1; Brigham Young University, Provo, Utah. Upper division credit in Sociology or World Civilization. Extension to Russia and Finland possible.

### AFRICA

**LANGUAGES:** England, France, Spain, North Africa, Italy, Yugoslavia, Austria, Germany, Switzerland, Belgium, Holland; \$1,275; New York; air; June 23-Aug. 21; April 23; Brigham Young University, Provo, Utah. Upper division credit in languages or European civilization.

**SOCIO-ECONOMIC PROBLEMS:** Belgium, Belgian Congo, Tanganyika, Kenya; 8 S.H.; \$2,495 (including tuition); New York; air; July 4-Aug. 16; May 10; Ithaca College, Ithaca, N. Y. Designed for teachers and mature students of economics, sociology and related fields.

**STUDY TOUR:** England, Belgium, France, Morocco, Senegal, Guinea, Liberia, Ivory Coast, Ghana, Nigeria, Cameroun, Republic of Congo, Belgian Congo, Tripolitania, Italy; \$1,875; New York; air; July 4-Aug. 17; State Teachers College, Union, N. Y. Presented by the College's African Institute. Extension tours possible to South and East Africa, 16 days, about \$480; Israel and opening of Olympic Games in Rome, 10 days, about \$460.

### MIDDLE EAST

**EASTERN MEDITERRANEAN CULTURE:** Greece, Turkey, Syria, Lebanon, Jordan, Israel, Italy; 8 credits; \$1,370; New York; air; late June or early July, 8 weeks; State University College of Education, Buffalo, N. Y. An Experiment in International Living course with objective to observe and study primary sources in architecture, painting, sculpture, crafts in the cultures.

**HUMANITIES:** Scotland, England, France, Holland, Switzerland, Germany, Italy, Egypt, Jordan, Lebanon, Greece; 9 Q.H.; \$1,599 from San Francisco, \$1,399 from New York; air; June 25-Aug. 9; May 1; Pacific Union College, Angwin, Calif. Emphasis on monuments of Western culture in Europe and the Eastern Mediterranean area.

**LANGUAGES:** Italy, Malta, Libya, Egypt, Jordan, Syria, Lebanon, Turkey, Greece; \$1,895; New York; air; June 20-Aug. 10; University of Utah, Salt Lake City 1, Utah. Extensions possible.

**SOCIAL SCIENCE:** Portugal, Spain, Egypt, Lebanon, Turkey, Greece, Yugoslavia, Austria, Italy; 8 Q.H.; \$1,785; New York; air; July 5-Aug. 11; June 5; Western Illinois University, Macomb, Ill.

### EUROPE

**ART:** England, Holland, Belgium, Luxembourg, Germany, Austria, Italy, Switzerland, France; 1-6 S.H.; \$1,569; New York; ship going, air return; July 9-Sept. 3; May 9; DePaul University, Greencastle, Ind. The program is designed to offer a thorough survey of European art from the Roman through the Modern, including Romanesque, Byzantine, Gothic, Ren-

aissance, and Baroque and the various "neo" schools of pre-modern art.

**ART HISTORY:** England, Holland, Belgium, Germany, France, Italy; 4 S.H.; \$860; New York; air; June 20-July 10; Feb. 1; State Teachers College, Kutztown, Pa. The masterpieces of architecture, painting and sculpture will be visited in the countries indicated.

**ART AND CRAFTS:** England, Holland, Denmark, Sweden, Germany, Italy, Switzerland, Spain, France; 8 Q.H.; \$1,480; New York; air; June 23-Aug. 9; April 1; Central Washington College, Ellensburg, Wash. Emphasis will be on arts and crafts, both of the past and contemporary. Some time will be spent at the International Design Exhibition in Milan.

**CHURCH HISTORY AND ENGLISH LITERATURE:** France, Holland, Germany, Austria, Italy, Switzerland, Denmark, Sweden, Norway, Scotland, England; 3-6 S.H.; \$1,394.50; New York; ship; June 24-Aug. 16; May 15; Texas Christian University, Fort Worth 29, Texas. Shipboard lectures east-bound, required reading, eminent lecturers in each country.

**COMPARATIVE EDUCATION:** England, Norway, Sweden, Denmark, Holland, Belgium, Germany, France; 4 S.H.; \$1,498 (incl. tuition); Detroit; air; June 14-July 13; Central Michigan University, Mount Pleasant, Mich. Designed to survey educational, social and civic institutions; visit schools and universities; talk with foreign educators; enjoy first hand educational experiences.

**COMPARATIVE EDUCATION:** Sweden; 3 S.H.; \$768 plus cost of additional week; New York; air; June 26-July 18; March 1; Chicago Teachers College, Chicago 21, Ill. Teachers of America and Scandinavia will work together under the direction of leading educators in a comparative study of the aims and methods in education today. Classes will meet in Mariekallskolan, Sodertalje, Sweden.

**COMPARATIVE EDUCATION:** Scotland, England, Belgium, Holland, Germany, Austria, Italy, Switzerland, France; 6 S.H.; \$1,195; New York; air; July 2-Aug. 10; San Jose State College, San Jose, Calif.

**COMPARATIVE EDUCATION:** England, Scotland, France; 4-6 credits; 30 days or 55 days; Temple University, Philadelphia 22, Pa. Educational concepts and practices studied in seminars at the Universities of Exeter and Paris, and analyzed in visits to Scotland, England, France, and either in Italy, Austria, Switzerland, Germany, Belgium, Holland or in Poland, Russia, Finland, Sweden, Denmark.

**CONTEMPORARY HISTORY:** Holland, Germany, Denmark, Sweden, Finland, Russia, Rumania, Yugoslavia, Italy, Switzerland, France; 4 units; \$1,275; New York; student ship; June 20-Aug. 20, plus return; Feb. 15; Occidental College, Los Angeles 41, Calif. Study of comparative governmental, social and economic institutions.

**CULTURE AND EDUCATION:** Belgium, Russia, Finland, France; 8 S.H.; \$1,885; New York; air; July 11-Aug. 21; May 10; Ithaca College, Ithaca, N. Y. This course deals generally with the historical, social, economic and political factors that contribute to and make up the Soviet Union, with special emphasis on Soviet Education. Members of group will be guests of the University of Moscow.

**EDUCATION:** England, Holland, Germany, Switzerland, Austria, Italy, France, Belgium; 6 S.H.; \$1,119; New York; air; July 3-Aug. 14; Boston University, Boston, Mass.

**EDUCATION:** France, Italy, Switzerland, Germany, Denmark, Holland, Belgium, England, Scotland; 6 S.H.; \$1,154; New York; air; July 2-Aug. 16; Boston University, Boston, Mass.

**EDUCATION:** Denmark, Holland, Germany, Austria, Yugoslavia, Italy, Switzerland, France, England; 6 hours; approx. \$1,150; New York; air; June 22-Aug. 14; Central Missouri State College, Warrensburg, Mo.

**EDUCATION:** England, Germany, Switzerland, Italy, France; 8 points; \$1,460 (including tuition); New York; ship; July 1-Aug. 29; May 1; School of Education, New York University, New York 3, N.Y. Includes visits to schools, historic spots, lectures by national authorities.

**EDUCATION:** England, Denmark, Holland, France, Switzer-

land, Italy; 8 S.H.; approx. \$1,200; New York; ship; June 27-Sept. 21, earlier return possible; State University Teachers College, Cortland, N. Y. Examination of selected social issues in American education and the solutions offered to these problems in foreign educational systems. Includes the Olympic Games, Rome.

**EDUCATION:** England, Scotland, Norway, Finland, Sweden, Denmark, Holland, Belgium, France; credit varies; \$1,440; New York; air; July 7-Aug. 23; University of Denver, Denver, Colo.

**EDUCATION:** Scotland, England, Belgium, Germany, Switzerland, Austria, Denmark, Sweden, Norway; 6 S.H.; \$1,244; Montreal; ship; June 28-Aug. 26; April 1; University of Maine, Orono, Maine. European sources of our cultural heritage; places and institutions of literary and historical interest will be visited.

**ENGLISH:** Ireland, England, Holland, Germany, Austria, Italy, Switzerland, France; 12 Q.H.; \$1,270; New York; air; July 10-Aug. 25; June 10; Western Illinois University, Macomb, Ill.

**EUROPEAN CIVILIZATION:** Holland, Germany, Austria, Switzerland, Italy, France, England; 4-6 credits; ship; 46 days in Europe; Temple University, Philadelphia 22, Pa. The great cultural and historic trends followed through the ages.

**EUROPEAN CULTURES:** Holland, Belgium, Germany, Austria, Italy, France, England, Scotland; 8 credits; \$950-\$1,150; New York; ship or air; late June or early July, 7 weeks; State University College of Education, Buffalo, N.Y. An Experiment in International Living program with an objective to study the culture of Europe with special emphasis on Belgium, and to compare it with the culture of the United States.

**EUROPEAN FAMILY LIFE:** England, Scotland, Norway, Sweden, Denmark, Germany, Holland, Belgium, France; 8 credits; \$950-\$1,150; New York; ship or air; late June or early July, 8 weeks; State University College of Education, Brockport, N. Y. An Experiment in International Living program. Emphasis will be on Sweden.

**FINE ARTS:** England, France, Holland, Belgium, Switzerland, Austria, Italy, Germany, Russia, Lithuania, Finland, Denmark, Scotland; 4-6 S.H.; \$1,477 for basic tour, plus \$350 for Russian extension; New York; air; July 7-Aug. 26; April 1; La Sierra College, Arlington, Calif. This tour will emphasize art, music, architecture and literary backgrounds. Extension to Russia includes East Germany.

**FINE ARTS:** Greece, Italy, Turkey, Austria, Germany, France, England, Switzerland, Spain; 10 Q.H.; \$1,689; New York; air; June 30-Aug. 26; May 1; Mercer University, Macon, Ga. Concentration on the art and architecture of the past and present.

**FINE ARTS:** Belgium, Holland, Germany, Austria, Turkey, Greece, Italy, Switzerland, France, England; 4-6 credits; \$1,695; 53 days in Europe; Temple University, Philadelphia 22, Pa. Emphasis will be on architecture, sculpture and painting of the countries visited.

**FRENCH:** France; 4-6 credits; \$585, plus optional two-week tour; July 15-Aug. 13; Temple University, Philadelphia 22, Pa. Study in Paris, based on the courses of the Sorbonne with lecture visits, excursions, theater and opera.

**FRENCH:** France; 2-4 S.H.; approx. \$951; Montreal or New York; ship or air; June 18-Aug. 3; April 15; Willamette University, Salem, Ore. Classes at the University of Grenoble. Also full program of excursions.

**FRENCH AND COMPARATIVE ECONOMIC SYSTEMS:** England, France, Holland, Germany, Austria, Switzerland, Italy, Spain; 6 S.H. in French, 3 S.H. in Economics; \$1,388; New York; ship going, air return; June 6-Sept. 10; Jan. 15; Spring Hill College, Mobile, Ala. Three separate versions of the tour offered. Those taking French will enroll at the University of Lausanne, Switzerland, for six weeks.

**FRENCH LANGUAGE AND CULTURE:** France, Switzerland, Belgium; 8 credits; \$950-\$1,150; New York; air; late June or early July, 8 weeks; State University college of education, Fredonia, N. Y. Course will consist of two parts: 1) language and culture needed as content matter by a French teacher, and 2) methods of presenting such material in the classroom. Group will study at the University of Besancon.

**GENERAL EDUCATION:** England, France, Belgium, Holland, Denmark, Luxembourg, Germany, Switzerland, Italy; 3 S.H.; \$1,800; New York; ship going, air return; June 3-July 29; March 1; Stephens College, Columbia, Mo. Individual projects proposed and approved with reading assignments made before tour begins.

**GEOGRAPHY:** Holland, Belgium, France, Switzerland, Italy, Austria, Germany, England, Scotland; 3 S.H.; \$1,350; New York; ship; June 24-Aug. 24; April 30; Denison University, Granville, Ohio. The geography and culture of Western Europe.

**GEOGRAPHY:** England, Holland, Germany, Czechoslovakia, Austria, Yugoslavia, Italy, France, Belgium, Switzerland; 4 Q.H.; \$1,298 from Portland, \$1,132 from Montreal; ship; June 27-Aug. 26 (from Montreal); May 1; Oregon College of Education, Monmouth, Ore.

**GEOGRAPHY:** England, Germany, Switzerland, Holland, Austria, Belgium, Luxembourg, Italy, France; 6 S.H.; \$1,019; New York; ship; July 2-Aug. 22; Slippery Rock Teachers College, Slippery Rock, Pa. Classes will be conducted aboard ship and along the continental route.

**GEOGRAPHY:** England, France, Switzerland, Italy, Austria, Germany, Belgium, Holland, Denmark, Norway, Sweden; 4 S.H.; \$900; Detroit; air; July 4-Aug. 25; Jan. 28; College of Liberal Arts, Wayne State University, Detroit 2, Mich. Open for teachers who have had at least one course in college geography.

**GERMAN LANGUAGE, HISTORY AND CULTURE:** England, France, Belgium, Holland, Germany, Switzerland, Italy, Austria; 6 S.H.; approx. \$1,000; ship; approx. June 8-Sept. 3; March 1; University of Mississippi, University, Miss. A wide variety of courses given at Strobl, Austria, by the University of Vienna.

**GREAT BOOKS:** England, France, Switzerland, Italy, Germany, Denmark, Scotland; credit varies; approx. \$1,450; New York; air; June 30-Aug. 13; May 1; St. John's College, Annapolis, Md. Members will read some of the Great Books of the St. John's Program and discuss them in conversational seminars led by a member of the St. John's faculty.

**HEALTH AND WELFARE:** England, Denmark, Holland, France, Switzerland, Italy; 8 S.H.; approx. \$1,200; New York; ship; June 27-Sept. 21, earlier return possible; State University Teachers College, Cortland, N. Y. Analytical field study of health and welfare problems and their attempted solutions in selected European countries. Program includes Olympic Games, Rome.

**HISTORY:** Ireland, Scotland, England, Holland, Belgium, Germany, Denmark, Austria, Switzerland, Italy, Yugoslavia, France, Spain; 4 S.H.; \$1,495; New York; air; June 23-Aug. 27; California Western University, San Diego 6, Calif. Emphasis on European History. Olympic Games extension possible.

**HISTORY:** Holland, Belgium, Germany, Austria, Turkey, Greece, Italy, Switzerland, France, England, Ireland; 6 S.H.; \$1,685; New York; air, ship possible; July 4-Aug. 26; limited to 35 members; Case Institute of Technology, Cleveland 6, Ohio. A study of the history of Western Civilization in its European setting.

**HISTORY:** Scotland, England, Norway, Denmark, Sweden, Germany, Austria, Yugoslavia, Italy, Switzerland, France, Belgium, Holland; 6 S.H.; \$1,298; New York; air; July 3-Aug. 21; Shepherd College, Shepherdstown, W. Va. The evolution of our world, present-day trends in social organization, the arts and sciences and in education.

**HISTORY:** England, Scotland, Holland, Belgium, Luxembourg, Switzerland, Austria, Italy, France, Germany; 6 S.H.; \$1,409.20; New York; air; June 1-July 12; April 1; Texas Technological College, Lubbock, Texas. Tour consists of visits to and lectures on places of historic significance in the countries.

**HISTORY:** England, Belgium, Holland, Germany, Switzerland, Austria, Italy, France, Spain, Denmark, Sweden, Norway; 3 S.H.; \$1,225; New York; ship; approx. June 25-Sept. 7; June 1; University of Oklahoma, Norman, Okla. An attempt is to be made to fit sight-seeing into European history.



**HISTORY AND GEOGRAPHY:** England, Holland, Germany, Austria, Italy, Switzerland, France; 3 S.H. for each course; \$1,174; New York; air; July 9-Aug. 19; New Jersey State College, Glassboro, N. J.

**HISTORY, LANGUAGE OR PSYCHOLOGY:** England, Scotland, Germany, Switzerland, France, Belgium, Holland; \$745; New York; air; Aug. 7-Sept. 8; Feb. 1; Brigham Young University, Provo, Utah.

**HISTORY OF THE THEATER:** France, Austria, Germany, Italy, England, Scotland; 8 credits; \$950-\$1,150; New York; ship or air; late June or early July, 8 weeks; State University College of Education, Oswego, N. Y. An Experiment in International Living program with a 21-day homestay in an Austrian town with an opportunity to participate in local folk festivals.

**HOME ECONOMICS:** England, Norway, Sweden, Finland, Denmark, Germany, Switzerland, Italy, France; 8 Q.H.; approx. \$1,500; New York; air; June 22-Aug. 1; May 1; Western Washington college of education, Bellingham, Wash. Study tour of home furnishings, architecture, arts and crafts with emphasis on contemporary design. The highlight, a visit to the Design Exhibition in Milan.

**HUMANITIES:** England, Belgium, Germany, Italy, Greece, Spain, France; 4 S.H.; \$1,480; Montreal; ship; June 17-Aug. 24; Feb. 1; College of St. Catherine, St. Paul 5, Minn. "Summer Seminar in Europe" will stress Greece and Rome.

**HUMANITIES:** France, Italy, Switzerland, Germany, Belgium, England, Holland; 6 S.H.; approx. \$1,600; New York; air; June 26-July 30; Morgan State College, Baltimore 12, Md. "Art and Thought in Western Europe, 1000-1800."

**HUMANITIES:** England, Norway, Sweden, Denmark, Germany, Austria, Czechoslovakia, Switzerland, Italy, Spain, France; 6 S.H.; \$1,395 (incl. tuition); Montreal; ship; June 17-Aug. 10; April 1; Morningside College, Sioux City, Iowa.

**HUMANITIES:** England, France, Germany, Austria, Switzerland, Italy, Belgium, Holland, Denmark, Sweden, Norway, Scotland; 6 S.H.; \$1,796; Montreal or New York;

ship or air; June 21-Aug. 7; June 1; National College of Education, Evanston, Ill. Comparative arts tour.

**HUMANITIES:** England, Belgium, Austria, Germany, Italy, Greece, Switzerland, France, Holland; 6 S.H.; \$1,450; New York; air; June 27-Aug. 10; April 1; University of Arizona, Tucson, Ariz. European Roots of American Culture.

**INTERNATIONAL EDUCATION:** France, Italy, Greece, Turkey, Switzerland; 4 points; \$1,425; New York; air; May 30-June 30; April 30; Teachers College, Columbia University, New York 27, N.Y. Tour will emphasize education and social change.

**LANGUAGE, HISTORY AND PHILOSOPHY:** Switzerland; 6 credits; \$700, plus tour; New York; air; July 8-Aug. 24 (not incl. tour); March 1; Georgetown University, Washington 7, D.C. The university will offer the following courses: economics, English, French, German, government, history and philosophy. A tour before and after the summer session will include surrounding countries.

**LITERARY MASTERPIECES:** Greece, Italy, Switzerland, France; 8 credits; \$950-\$1,150; New York; ship and air; late June or early July, 7 weeks; State University College of Education, Brockport, N. Y. An Experiment in International Living program with a three-week stay and visits to the historical and cultural sites in and around Athens.

**MUSIC:** Holland, Germany, Austria, Switzerland, France, England, Scotland; 3 hours; approx. \$1,000; New York; air; July 31-Sept. 1; March 1; Hardin-Simmons University, Abilene, Texas. Program will concentrate on music festivals of the countries visited.

**MUSIC:** England, Belgium, Holland, Germany, Austria, Italy, Switzerland, France, Scotland; 5 S.H.; \$1,280; New York; air; July 14-Aug. 27; Indiana University, Bloomington, Ind. Concentration on music festivals of the countries visited.

**MUSIC:** Holland, Belgium, France, Switzerland, Italy, Austria, Germany, England, Scotland; 6-8 S.H.; \$1,485 (incl. tuition); ship going, air return; New York; July 2-Sept. 1; May 14; Ithaca College, Ithaca, N. Y. For students and teachers of music.

**MUSIC:** France, Germany, Austria, Italy, France, England, Scotland; 8 credits; \$950-\$1,150; New York; ship or air; late June or early July, 8 weeks; State University college of education, Potsdam, N. Y. An Experiment in International Living program including a 21-day homestay with German families and a two-week academic period in Salzburg.

**MUSIC:** Holland, Italy, Austria, Germany, Switzerland, Scotland, Ireland, England, Belgium, France; 4-6 credits; 46, 50, 53 or 57 days in Europe; Temple University, Philadelphia 22, Pa. Features music festivals in the countries visited, also seminars, backstage tours and visits to musical collections.

**MUSIC:** Holland, Belgium, England, France, Switzerland, Italy, Austria, Germany; 6 S.H.; \$1,237; New York; air; July 13-Aug. 21; April 1; Texas Technological College, Lubbock, Texas. Five great musical festivals, 16 performances of opera, symphonic concerts, recitals, ballet and the Passion Play.

**MUSIC AND ART:** Norway, Sweden, Denmark, England, Scotland, France, Austria, Italy, Germany, Holland; 4 S.H.; \$1,255; New York; air; July 6-Aug. 26; California Western University, San Diego 6, Calif. The music and art of Europe, Russian extension possible.

**MUSIC AND DRAMA:** Ireland, England, France, Italy, Austria, Germany, Switzerland, Scotland; 6 S.H.; \$1,595; San Francisco or New York (price indicated from San Francisco); air; July 18-Aug. 31; June 15; Chico State College, Chico, Calif. The tour is designed to include all of the major music and drama festivals to be held in Europe during the summer of 1960. Stress will be placed upon appreciation and interpretation.

**MUSIC AND DRAMATICS:** England, France, Germany, Italy, Austria, Switzerland, Holland, Scotland; 2-3 S.H.; \$1,695; Montreal; ship; July 5-Sept. 2; Jan. 15; Lindenwood College, St. Charles, Mo. For students and teachers of music. Will include important performances in the cities visited.

**MUSIC, ART AND GERMAN:** Austria, Germany, Holland, Italy, France; 6 credits; \$1,298; New York; air; June 29-Aug. 27; May 1; Boston Conservatory of Music, Boston, Mass. Includes one-month attendance, summer session, University of Vienna.

**MUSIC OR RELIGION:** Switzerland, Austria, Germany, France, Belgium, Holland, England; \$1,295; New York; air; June 10-Aug. 20; April 10; Brigham Young University, Provo, Utah.

**PHYSICAL AND HEALTH EDUCATION:** England, Belgium, Holland, Germany, Austria, Italy, France; 8 S.H.; \$1,495; New York; ship going, air return; July 15-Sept. 11; May 10; Ithaca College, Ithaca, N. Y. The course is for students and teachers of health education, physical education and recreation. Members of the study group will be guests of the University of Florence. Includes Olympic Games, Rome.

**PHYSICAL EDUCATION AND RECREATION:** England, Denmark, Holland, France, Switzerland, Italy; 8 S.H.; approx. \$1,200; New York; ship; June 27-Sept. 21, earlier return possible; State University Teachers College, Cortland, N. Y. Educational policies and practices in physical education and recreation of selected European countries and a comparison with programs in the United States and Canada. Includes Olympic Games in Rome.

**POLITICAL AND URBAN GEOGRAPHY:** Holland, Belgium, France, Spain, Italy, Austria, Switzerland, Luxembourg, Germany, Denmark, Sweden, Norway; varies up to 8 S.H.; \$1,295; New York; ship or air; June 20 (ship) or June 28 (air)-Aug. 14; May 15; University of Idaho, Moscow, Idaho. Study of minority group political problems, problems of city growth and decay, conferences and seminars with European specialists. Extensions possible: Finland and Russia, 20 days, \$455; British Isles, 12 days, \$125; Olympic Games, Rome, 22 days, \$340.

**POLITICAL SCIENCE:** England, Scotland, Norway, Sweden, Denmark, Russia, Germany, Austria, Switzerland, Italy, France, Belgium, Holland, Spain; \$1,495; New York; air; June 24-Aug. 23; April 24; Brigham Young University, Provo, Utah.

**RENAISSANCE:** England, Holland, France, Italy, Germany; 6 S.H.; \$1,155; New York; student ship; 54 days in Europe; May 1; Ripon College, Ripon, Wis. A traveling seminar in which members will study the Renaissance as the foundation of Western European culture.

**SOCIAL PROBLEMS:** Italy, Austria, Switzerland, Germany, France, Belgium, Holland, England; 3 S.H.; \$1,495; New York; ship or air; June 24-Aug. 25; Miami University, Oxford, Ohio. Contemporary social problems of Western Europe.

**SOCIAL SCIENCE:** Norway, Sweden, Denmark, England, Holland, Germany, Switzerland, Austria, Italy, France; 12 Q.H.; \$1,326; New York; air; July 4-Aug. 18; June 4; Western Illinois University, Macomb, Ill.

**SOCIAL SCIENCES:** England, Norway, Denmark, Germany, Austria, Italy, Switzerland, France; 6 S.H.; \$1,198; Detroit; air; June 14-Aug. 22; waiting list; Western Michigan University, Kalamazoo, Mich. Program includes 6 weeks study-travel in England and 4 weeks at Oxford University. A 4-week guided tour will complete the program.

**SOCIAL STUDIES:** England, Holland, Belgium, France, Switzerland, Germany, Austria, Italy, Greece, Spain, Portugal; 6 hours; \$1,250; New York; air; June 28-Aug. 10; June 14; State Teachers College, Clarion, Pa. Recent history and government of countries included, central European civilization, and recent developments in science, politics and economics.

**SOCIAL STUDIES:** France, Poland, Czechoslovakia, Switzerland; 8 credits; \$950-\$1,150; New York; ship or air; late June or early July, 8 weeks; State University college of education, Oswego, N. Y. An Experiment in International Living program with a 3-week homestay with Polish families and an academic program in Geneva.

**SOCIOLOGY OR LANGUAGE:** England, Scotland, Norway, Sweden, Denmark, Germany, Austria, Italy, Switzerland, France, Belgium, Holland; \$1,295; New York; air; June 23-Aug. 21; April 23; Brigham Young University, Provo, Utah. Extension to land of the midnight sun possible, \$75.

**SPANISH:** Spain; 6 S.H.; \$525; New York; air; July 1-Aug. 24; May 20; University of San Francisco, San Francisco 17, Calif. Spanish language, culture, history and civilization courses at the University of Valencia, Spain.

**SPEECH:** England, Holland, Belgium, Germany, France, Switzerland, Austria; 3-6 hours; \$945; New York; air; July 18-Aug. 16; May 18; Brigham Young University, Provo, Utah.

**VISUAL EDUCATION:** Denmark, Finland, Russia, Poland, Czechoslovakia, Germany, France; 8 Q.H.; \$1,725; New York; air; July 18-Aug. 18; June 18; Western Illinois University, Macomb, Ill. Instruction in photographing these areas.

**WORLD SEMINAR IN EDUCATION:** Portugal, Spain, Switzerland, Germany, Holland, Belgium, France, England, Scotland, Ireland; \$1,774, plus 9 days independent travel; New York; air; June 25-Aug. 28; World Seminar on Education, University Heights, 181 E. Winspear, Buffalo 15, N. Y. Features an International seminar on education in Geneva (2 weeks) and an International Organizations Seminar (2 weeks), also in Geneva, plus three tour sections.

## LATIN AMERICA

**CARIBBEAN CULTURE:** Puerto Rico, Virgin Islands; 8 S.H.; \$600; New York; air; July 3-Aug. 13; May 10; Ithaca College, Ithaca, N. Y. A study of the Caribbean area dealing with the culture of Puerto Rico and the Virgin Islands. Members of the study group will be guests of Inter American University, accredited, San German, P. R.

**EDUCATION:** Brazil, Argentina, Chile, Peru, Colombia; 3-6 hours; \$995; Cleveland; air; June 18-July 23; Kent State University, Kent, Ohio. Seminar and Field Study—a week in each of the five countries.

**GEOGRAPHY:** Panama, Peru, Brazil, Argentina, Chile, Ecuador, Uruguay; 8 Q.H.; \$1,250; Miami; air; July 18-Aug. 21; June 18; Western Illinois University, Macomb, Ill.

**LATIN AMERICAN CIVILIZATION:** Panama, Colombia, Ecuador, Peru, Bolivia; 8 S.H.; \$1,450; New York; air; July 5-Aug. 11; May 10; Ithaca College, Ithaca, N. Y. This course is devoted primarily to a study of the two contrasting civilizations—the Incan and the Latin-American. The program is centered in Lima and members will be guests of the University of San Marcos.

**PORTUGUESE:** Mexico, Guatemala, Panama, Peru, Bolivia, Chile, Argentina, Uruguay, Brazil, Puerto Rico; \$1,695; Salt Lake City or Los Angeles; air; July 1-Aug. 5; May 1; Brigham Young University, Provo, Utah.

**SOCIAL STUDIES:** Mexico, Panama, Ecuador, Peru, Brazil, Puerto Rico; 6-9 Q.H.; \$1,195, not incl. meals; Aberdeen, S. D.; air; July 11-Aug. 11; June 1; Northern State Teachers College, Aberdeen. Emphasis will be given to the geographical and historical highlights, major industries, and modes of living in the countries visited.

**SOCIOLOGY:** Panama, Colombia, Ecuador, Peru, Bolivia, Chile, Argentina, Uruguay, Paraguay, Brazil, Venezuela, West Indies; 4-6 credits; Miami; air; 34 days; Temple University, Philadelphia 22, Pa. Primitive and modern societies surveyed in countries visited.

## MEXICO

**ART:** Mexico; 8 credits; approx. \$600, plus transportation; New York; air; late June or early July, 7 weeks; State University College of Education, Buffalo, N. Y. An Experiment in International Living program with a 21-day homestay with Mexican families plus travel in Mexico.

**CULTURAL DEVELOPMENT:** Mexico; 6 S.H.; \$865; New York; air; July 3-Aug. 8; May 10; Ithaca College, Ithaca, N. Y. Main objective of the course is to study the historical, educational and socio-economic factors which have contributed to the development of the culture of Mexico.

**EDUCATION:** Mexico; 4-6 S.H.; \$595; Tijuana, Mexico; air; June 20 or July 3-July 30; June 12; Long Beach State College, Long Beach 15, Calif. A study-tour through Mexican centers of culture, emphasizing the ancient and modern.

**EDUCATION:** Mexico; 5-7 Q.H.; \$469 (from Denver), \$358 (from El Paso); air and bus; June 22-July 16; University of Denver, Denver, Colo.

**GEOGRAPHY:** Mexico; 3 S.H.; \$575; Hays, Kansas; bus; Aug. 1-24; July 1; Fort Hays Kansas State College, Hays, Kansas. A course offering opportunities to study the various aspects of physical and economic geography of 11 states and Northern Mexico.

**SPANISH:** Mexico City; 10 hours max.; \$375; Provo; bus; June 16-Aug. 5; April 16; Brigham Young University, Provo, Utah. Mexico Residence Program featuring beginning, intermediate and advanced Spanish and/or Mexican geography and civilization.

**SPANISH:** Mexico; 8 Q.H.; \$215; Carbondale, Ill.; June 20-Aug. 12; May 15; Southern Illinois University, Carbondale, Ill. Open to Spanish majors and minors and others with advanced standing in Spanish. History, customs, art and culture of the country.

**SPANISH:** Mexico; 6 S.H.; \$140-\$195, plus transportation; June 26-July 30, not incl. transportation; May 20; University of San Francisco, San Francisco 17, Calif. A wide variety of courses will be offered at the University of Guadalajara: Spanish language on the beginning, intermediate and advanced levels, Spanish and Mexican literature, civilization and art.

**SPANISH LANGUAGE AND LITERATURE, HISTORY AND SOCIOLOGY:** Mexico; 6 S.H.; \$260, incl. tuition but not transportation; Tallahassee; transportation optional; July 14-Aug. 27; July 5; Florida State University, Tallahassee, Fla. The Program is conducted at the Instituto Tecnológico de Monterrey. A wide variety of courses will be offered in Spanish and English.

**VISUAL EDUCATION AND ART:** Mexico; 8 Q.H.; \$397; Macomb or St. Louis; bus; July 18-Aug. 19; July 8; Western Illinois University, Macomb, Ill.

**WORKSHOP:** Mexico; 6 S.H.; approx. \$375; Pittsburgh; air; June 18-July 31; April 1; Division of Graduate Studies, State Teachers College, Indiana, Pa. Latin-American Workshop with emphasis in one of the following areas: Comparative Education, Art and Art History, International Relations, Anthropology, and Teaching of Spanish, in cooperation with Mexico City College. There will also be visits to interesting points throughout Mexico.

## HAWAII

**BIOLOGY:** Hawaii; \$778; San Francisco; air; July 19-Aug. 5; June 19; Western Illinois University, Macomb, Ill. Biology of the Islands.

**EDUCATION:** Hawaii; 5 S.H.; \$415, incl. tuition but not housing; Los Angeles; air; June 16-July 31; University of Hawaii, Honolulu, Hawaii.

**HISTORY:** Hawaii; \$525; San Francisco or Los Angeles; air; July 21-Aug. 2; April 21; Brigham Young University, Provo, Utah. Socio-Cultural travel-study tour of Hawaii, including Oahu and outer Islands.

**HISTORY, ECONOMICS AND PHILOSOPHY OF THE ORIENT:** Hawaii; 6 hours; \$668; San Francisco, Los Angeles, Seattle or Portland; air; June 19-Aug. 1; May 15; University of Hawaii, Honolulu, Hawaii. A wide variety of courses offered at the summer session.

## CANADA AND ALASKA

**ENGLISH:** Ontario, Nova Scotia, New Brunswick, Quebec; 3 S.H.; \$325, not incl. meals; Emporia; bus; July 18-Aug. 11; May 1; Kansas State Teachers College, Emporia, Kansas. Backgrounds of American culture, with special emphasis on their significance to American literature. The tour will also travel through 13 states.

**FIELD STUDIES:** Quebec, Nova Scotia, New Brunswick; 3 S.H.; \$354.50; Upper Montclair, N. J.; bus; July 6-26; June 1; Montclair State College, Upper Montclair, N. J. The history of the conflicts between the French and English for this territory, the varied geographic and scenic phenomena and the customs and daily life of the French Canadian and English speaking people of the region. The tour will include several New England states.

**FRENCH LANGUAGE AND LITERATURE:** Quebec; 12 hours max.; \$459; train; June 26-Aug. 12; April 26; Brigham Young University, Provo, Utah. French Residence Program at Quebec.

**GEOGRAPHY:** Ontario, Quebec; 5 S.H.; \$250, not incl. meals; Morehead, Ky.; bus; Aug. 4-28; July 15; Morehead State College, Morehead, Ky. The tour will also travel through 21 states.

**GEOGRAPHY:** British Columbia, Alberta; 8 Q.H.; \$465; Macomb; bus; June 14-July 15; June 6; Western Illinois University, Macomb, Ill. The tour will also include the states of the Pacific Northwest.

**GEOGRAPHY:** Alaska; 8 Q.H.; \$699; Seattle; air; July 18-Aug. 9; July 8; Western Illinois University, Macomb, Ill. The geography of Alaska to be studied.

**SOCIAL SCIENCE AND ART:** Nova Scotia, New Brunswick, Quebec, Ontario; 8 Q.H.; \$430; Chicago; bus; July 21-Aug. 19; July 11; Western Illinois University, Macomb, Ill.

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Sail from S.F. June 14 and L.A. June 15. Visit Honolulu enroute and then spend 14 days in Japan visiting all the most important points. College credit optional through lectures in Japan. Cost —\$1,195 Tourist. Or stay 42 days in Japan, then continue by ship to Hong Kong for two days and return by steamer via Japan and Honolulu to S.F. Sept. 3 for \$1,995.

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Editorial committee of Labor Education Viewpoints, new publication of Workers Education Local 189, with Local's president: From left, Irving Beller, Hy Kornbluh, Russell Allen, Ben Segal, president, and Holgate Young.

## New Local 189 Quarterly To Promote Labor Education

NEW YORK, N. Y. — Labor Education Viewpoints, a quarterly published by Workers Education Local 189, is the newest of AFT affiliates publications.

The first issue is 28 pages. Members of the publication's editorial committee are Russell Allen, director, and Irving Beller, research associate, AFL-CIO industrial union department; Hy Kornbluh, University of Michigan Labor Education program, staffer, and Holgate Young education associate, Machinists.

A statement of editorial policy by the committee outlined the goals of the publication in the first issue as:

"(A) To promote free discussion of the aims, goals, methods, philosophy and functions of labor education, and

"(B) To acquaint readers with the results of research of direct interest to labor education practitioners."

### "Add to Knowledge"

The goals are prefaced with a statement that the journal will attempt to "add to the knowledge and stimulate the thinking of the practitioner . . . meet the needs for pause and reflection, constant dissemination of knowledge, an intelligent and forceful debate of issues in this field."

The editors added that the goals "will be accomplished through articles and symposia,

letters to the editor and book reviews. The publication will not carry news or articles whose main purpose is to describe labor education programs. The editors will avoid duplicating publications already available."

"Labor education some day must become a major activity of the movement, at least equal to that of collective bargaining," asserts Sidney Lens, executive director of Local 329 of the Building Service International Union in Chicago, in an article entitled "What Happened to Ideas and Idealism."

### Range of Articles

Other initial articles include: "Changes During Labor Education's 43 Years" by Lawrence Rogin, director of labor education and services of the Institute of Labor and Industrial Relations, University of Michigan and Wayne State University; "Meeting Labor's Educational Needs" by Otto Pragan, director of research and education for the International Chemical Workers Union; and two book reviews by Phillips Garman, coordinator of extension, Institute of Labor and Industrial Relations, University of Illinois.

Local 189 is composed of individuals throughout the country who are involved in workers education. Ben Segal, education director of the International Union of Electrical Workers, is its president.

## Study-Tours

From Page 11

**VISUAL EDUCATION:** Nova Scotia, New Brunswick, Quebec, Ontario; 8 Q.H.; \$430; Chicago; bus; June 16-July 15; June 6; Western Illinois University, Macomb, Ill.

**WORKSHOP:** Alaska; 1 S.H.; approx. \$277.24, incl. tuition; Seattle; transportation optional; Aug. 1-5; University of Alaska, College, Alaska. Study of Alaska and Arctic.

### SPECIAL PROGRAMS

**LOW-COST STEAMSHIP SPACE:** Council on Student Travel, 179 Broadway, New York 7, N. Y. Coordinating agency with membership in the United States of more than 70 universities and educational or religious organizations. Offers minimum fare trans-Atlantic passage to students, teachers, and others traveling for educational purposes on ships sailing between New York and Canadian ports and Northern European and Mediterranean ports. Sponsors an orientation program on board ship with language classes, forums on international problems, concerts and art lectures. Provides information on all types of travel programs. Coordinates special educational travel programs to Africa, Asia, and Soviet Union, and in the U.S. for foreign students and teachers.

## Teachers Union Hits Child Labor in Ohio Beet Fields

TOLEDO, O. — The Toledo Federation of Teachers, Local 250, is demanding that the Ohio legislature act to prevent the use of child labor with long hours and low pay in the state's beet and tomato fields.

The Local's Weekly Bulletin, edited by Mary McDonough, said the last session of the legislature asked the state legislative service commission to study and report on the child labor problem, but at a recent meeting the commission selected 11 subjects not including this one for study.

### "Live in Filthy Shacks"

"There is something seriously wrong," the Bulletin said, "when no one seems to get too excited over the fact that 14 and 15-year-old youngsters can be worked in Ohio fields 12 hours a day, be forced to live in filthy

shacks and paid a meager \$19 and \$20 a week."

The children referred to are those of migratory farm workers who come to Ohio with their parents each year to help harvest beet and tomato crops, and "who are forced to live like animals."

### Work 12-Hour Day

Their working day is reported to be from 6 a.m. to 6 p.m. A national survey shows the average annual earning of all such workers to be about \$550 a year.

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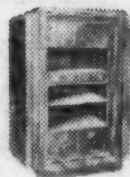
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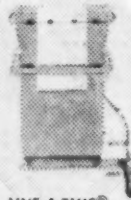
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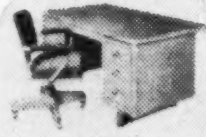
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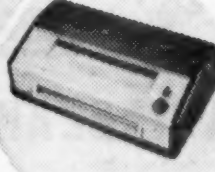
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## Archaic 'What to Wear' Rules Adopted by Richmond Boards

RICHMOND, Calif. — What teachers may wear in class is subjected to censorship in rules and regulations decided upon by the joint boards of the Richmond secondary and elementary schools.

The Contra Costa Federation of Teachers, Local 866, led by Kenneth Thollaug, its president, as well as others had recommended that the boards drop the rules as "unnecessary, unprofessional and not preliminary to good teaching." The boards decided:

1. Men teachers must wear suits, ties and dress shirts, with sports coats and slacks permitted.

2. Women teachers are told to "exercise good judgment" in their attire.

3. Shop, physical education, science and art teachers are told to wear attire deemed proper in their work. Discarding coats is to depend on climatic conditions.

Debate at the boards session ranged from suggestions that the rules be "very general" to requests from central administrators and principals that they be "spelled out."



Mr. Thollaug



